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ABSTRACT

This resource text was designed to provide suggestions and ideas that might be helpful in developing an advanced placement/honors U.S. history course. It opens with tips on teaching essay skills, sample essay examinations, strategies for incorporating essays into lesson plans, document-based question guidelines/hints, and strategies for grading essays. Eighteen selected lecture outlines cover such topics as the key concerns facing the Constitutional Convention, and the realities of U.S. foreign policy, 1880-1920. This section is followed by an outline of the review for the national examination. A list of 25 printed and audio-visual resources, a sample syllabus with suggestions for auxiliary assignments, and a suggested course outline are provided. The final section contains a student study guide to be used for content coverage in a survey course. This particular guide was specifically developed for Bailey and Kennedy's "The American Pageant" text. Two appendices contain information on the St. John's College (Baltimore) seminar method of instruction and sample documents to be used in conjunction with a seminar approach to instruction. (JB)

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A RESOURCE TEXT FOR AMERICAN HISTORY

BY
THOMAS NEW

U.S. DEPARTMENT OF EDUCATION
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PREFACE

This text is the product of numerous teachers' urgings at College Board conferences that I put in writing some of the ideas and resources from the Advanced Placement American History course that I teach.

With the help of my wife, Linda, this project has finally been completed.

I remember the mixed emotions brought on by accepting the challenge of teaching Advanced Placement American History. The excitement, combined with feelings of inadequacy, brought on elevated levels of anxiety for quite some time. The effects of time, practice, numerous mistakes and persistence finally provided a sense of comfort and direction. As a consultant for the College Board, I have tried to reaffirm with other Advanced Placement teachers that these initial fears are quite normal.

One essential truth that I have emphasized as a consultant is that there is no one specified way to teach an Advanced Placement class. There are successful programs all over the country that employ different methods and strategies. Ultimately, the only constants I have noticed that provide for success are a teacher who is willing to take on the challenge of Advanced Placement, a good survey textbook, and a deeply embedded sense of humor for all of those involved.

This text was designed to provide a few suggestions and ideas that might be helpful in developing an Advanced Placement/Honors American History course. In conjunction with this text, I strongly recommend attending one the conferences sponsored by the College Board. The two day conferences are especially beneficial.

TIPS ON TEACHING ESSAY SKILLS

I bought an old book on educational philosophy while on a trip to Holland a few years ago and in one chapter there was a fundamental principle for teaching essay skills:

> STUDENTS DO NOT LEARN HOW TO WRITE THOUGHTFUL AND INFORMATIVE ESSAYS UNLESS THEY KNOW SOMETHING ABOUT THE ASSIGNED TOPIC.

Although this idea seems rather obvious, it is often ignored by teachers who assign in-class essays. Over the past few years I have been more and more inclined to directly prepare my students to write on a specific topic at the conclusion of a unit. This preparation includes providing the students with sufficient primary and secondary sources to address the the topic combined with detailed instructions on how to construct a well organized and relevant essay.

I recommend the following format to assist students constructing a written exposition under the pressure of a limited time frame.

Introductory Paragraph-

1. Thesis statement
2. Brief explanation of any key theme or complex idea contained in the thesis
3. A quick listing of the main organizational points that will be used to structure and present the data used to defend the thesis. This list is usually based on one of the following concepts:
   a. key personalities
   b. key events
   c. main ideas
   d. overall categories of evidence (political, economic, social, etc.)
   e. noted contradictions or comparisons

Supplementary Paragraphs-

The number, order, and nature of these paragraphs will be determined by the organizational list in the introductory paragraph.

I recommend that the students be given a written sheet of instructions and reminders the day of the exam to reaffirm what your expectations are of the essay's structure and content.

To help students develop their own thesis statements you can "ween" them from provided thesis statements once they have become comfortable with their organizational skills. The students are still given sources to work with but are required to develop their own thesis for the exam.

The essay tests on the following pages are examples of topics and formats that are used in my Advanced Placement class.

UNIT 1 ESSAY EXAM

Thesis: The establishment and early settlement of Virginia and Massachusetts reflect two of the essential motivations behind English colonization of North America, 1607-1630.

Suggested Format:

Introductory Paragraph-
a. Thesis sentence.
b. Possible expansion of a key and/or complex concept from the thesis statement; keep it brief and broad in nature.
c. Sentence that contains an organizational list of the main overall sub-topics that will be used to structure the supplementary paragraphs of your essay.

Supplementary Paragraphs-
a. Two on Virginia
   (1) Discussion of the Joint Stock Company and initial motivations behind the first expeditions.
   (2) Discussion of the tobacco industry and its role in sustaining early Virginia and stimulation of continued immigration.
b. Two on Massachusetts
   (1) Discussion of the political and religious environment within England that provoked immigration.
   (2) Discussion of the initial establishment of the colony and the fundamental motivations and plans of the founders.

Remember:

Document your essay's supplementary paragraphs with details-
a. Names.
b. Documents.
c. Dates.
d. Ideas/Concepts.

INSTRUCTIONS FOR UNIT 2 ESSAY

THE THESIS WILL CENTER ON THE NEW IMPERIAL POLICY AS CAUSATION OF THE WAR FOR INDEPENDENCE. YOU WILL BE PROVIDED WITH AN EXACT THESIS SENTENCE TO USE.

YOU NEED TO REVIEW:

1. YOUR INTRODUCTORY LECTURE NOTES ON FOUR FACTORS THAT LED TO WAR. USE THIS FOR AN OVERALL IDEA TO BASE YOUR ESSAY ON.

2. MERCANTILISM AND THE NEW IMPERIAL POLICY.
   A. MOTIVATIONS
   B. IMPLEMENTATION

3. YOU HAVE NUMEROUS WAYS TO "STRUCTURE" YOUR ESSAY'S DEFENSE OF THE THESIS:
   A. NEW IMPERIAL POLICY'S IMPACT AS SEEN THROUGH SELECTED EVENTS AND THEIR REPERCUSSIONS.
   B. NEW IMPERIAL POLICY'S IMPACT AS SEEN THROUGH SELECTED MAIN IDEAS/VALUES THAT WERE THREATENED.
   C. BROAD OVERALL PRESENTATION OF MAIN INGREDIENTS "APPROACH" (DANGERS-LACK OF DETAILS)

   NOTE: BE SURE TO USE THE INFORMATION IN THE HANDOUT "THE ENDS OF AMERICAN GOVERNMENT"; THE BELIEFS THAT ARE PRESENTED ARE ESSENTIAL NO MATTER WHAT STRUCTURE YOU CHOOSE.

4. REVIEW MY INSTRUCTIONS ON HOW TO SET UP YOUR FIRST PARAGRAPH.

5. REMEMBER TO INCLUDE SPECIFICS (NAMES, EVENTS, DOCUMENTS, NUMBERS, ETC.) TO ADD VALIDITY TO GENERALIZATIONS.

UNIT 2 ESSAY

Thesis - The sudden introduction of the New Imperial Policy (1763) was the essential reason for the events and emotions that led to the American War for Independence.

Opening Paragraph:

1st sentence-Thesis statement

2nd sentence-Some expansion of a key/complex idea in the thesis. In this thesis-you need to expand a little on the "New Imperial Policy" (What was it and/or what was it attempting to do?)

3rd sentence-a list of your essay's structure. You have 3 choices:

A. 3 or 4 key events that illustrate the clash between the New Imperial Policy and American political values.

B. 3 or 4 key values that had developed within the American colonies due to our English heritage/Enlightenment; illustrate how these values were provoked by the New Imperial Policy.

C. the four overall components that led to the outbreak of war. (lecture notes)

Make sure you are describing the process of confrontation brought on by the New Imperial Policy, i.e., cause and effect.

Use the documents to substantiate any statements about what American colonial political beliefs were.

UNIT THREE ESSAY

The seeds of America's two-party political system can be found as early as its confederation period, 1781-1788.

Assess this statement in light of the eventual development of the Federalist Party and the Democratic-Republican Party by 1800.

Remember to use an introductory paragraph that contains your thesis, "setting of the scene", and an introduction to the structure of your overall essay. Remember the suggested structure for this essay I mentioned in class.

UNIT 5 ESSAY

ESSAY # 1: THOMAS JEFFERSON, THE PRESIDENT, DEMONSTRATED NUMEROUS INCONSISTENCIES WITH THE DOGMA PRESENTED BY THOMAS JEFFERSON, THE PHILOSOPHER.

REMEMBER TO INCLUDE IN YOUR INTRODUCTORY PARAGRAPH-

A. THESIS
B. SOME FURTHER EXPLANATION OF THE IDEA OF "PHILOSOPHER" USED IN THE THESIS. HERE IS A GOOD OPPORTUNITY TO GO AHEAD AND GIVE YOUR LIST OF BELIEFS THAT MADE UP MAIN COMPONENTS OF JEFFERSON'S "DOGMA". THIS LIST WILL PROVIDE THE STRUCTURE OF YOUR ESSAY AND DICTATES THE MINIMUM NUMBER OF SUPPLEMENTARY PARGRAPHS THAT YOU WILL USE.
C. A SENTENCE THAT REFLECTS THE IDEA THAT JEFFERSON'S BELIEFS WERE TESTED BY THE DECISIONS/CRISES/EVENTS THAT CONFRONTED HIS ADMINISTRATION AND AS A RESULT, HE WAS UNABLE TO MAINTAIN ADHERENCE TO THOSE PRINCIPLES ON CERTAIN OCCASIONS.

OR

ESSAY # 2: THOMAS JEFFERSON, THE PRESIDENT, WAS ABLE TO MAINTAIN ESSENTIAL CONSISTENCY WITH THE DOGMA PRESENTED BY THOMAS JEFFERSON, THE PHILOSOPHER.

REMEMBER TO INCLUDE IN YOUR INTRODUCTORY PARAGRAPH-

A. THESIS
B. SAME AS ABOVE (IN ESSAY # 1)
C. SAME AS ABOVE WITH THE REVISION OF MAINTAINING JEFFERSON'S ABILITY TO ADHERE TO THOSE BELIEFS IN CRITICAL SITUATIONS.

FOR BOTH ESSAYS: DOCUMENT WITH JEFFERSON'S KENTUCKY RESOLUTION, LETTER TO ELBRIDGE GERRY (1799), AND FIRST INAUGURAL ADDRESS THE BELIEFS THAT YOU ARE USING TO STRUCTURE YOUR ESSAY. DO NOT CITE LERNER'S ARTICLE (IT IS A SECONDARY SOURCE). EACH PARAGRAPH WILL BRIEFLY EXPLAIN WHAT THE BELIEF WAS AND HOW JEFFERSON ADHERED OR DEVIATED FROM IT.

UNIT 8 DBQ (1987 EXAM)

THIS IS A TWO PART ESSAY! THEREFORE, YOU WILL NEED TO SET UP BOTH PARTS IN YOUR INTRODUCTORY PARAGRAPH. THE INSTRUCTIONS ASK YOU TO ACKNOWLEDGE TWO IDEAS:(1) THERE WERE FLAWS IN THE CONSTITUTION THAT ALLOWED/FOSTERED DISUNION AND (2) THAT DISUNION TOOK PLACE DURING THE 1850'S DUE TO THESE FLAWS.

YOUR INTRODUCTORY PARAGRAPH SHOULD INCLUDE:

1. YOUR THESIS SENTENCE.
2. A LIST OF WHAT FLAWS THE CONSTITUTION CONTAINED.
3. A "BRIDGE" SENTENCE THAT CONNECTS THE IDEA OF THESE FLAWS AND THEIR RESULTING EFFECT OF "ALLOWING" DISUION TO TAKE PLACE DURING THE 1850'S.
4. A LIST OF EVENTS FROM THE 1850'S THAT PROVE THAT DISUNION WAS TAKING PLACE. (THIS LIST WOULD BE BEST TO USE AS YOUR ESSAY'S SUPERSTRUCTURE)

REMINDERS:

1. USE THE DOCUMENTS AND OUTSIDE INFORMATION TO PROVE YOUR CASE.

2. DEMONSTRATE YOUR KNOWLEDGE OF CAUSE AND EFFECT AND NOT JUST A CHRONOLOGY OF EVENTS.

3. KEEP UP WITH HOW MUCH TIME YOU HAVE.

4. CONCLUSION PARAGRAPH IS OPTIONAL.

UNIT 10 ESSAY

CHOOSE ONE:

1. The rise to power and wealth of the industrialist John D. Rockefeller parallels the devlopment of America's industrial economy ~~by 1~~900.

   Assess this statement considering the qualities and characteristics exhibited by Rockefeller, 1876-1900.

2. The evolving debate over the necessity of high, protective tariff rates reflects the emerging political rivalry between the Republican Party and Democratic Party, 1876-1889.

   Assess this statement considering the developing constituencies of the two parties during this period.

UNIT 11/ESSAY
1983 DBQ

This is a two part essay:

(1) What were the sources of agrarian discontent (farmers' gripes)?
(2) To what degree (greatly, moderately, minimally, etc.) was each of these "gripes" valid/legitimate (beyond their control)?

Suggested Structure:

Introductory Paragraph-
(1) Thesis! Make sure it is complete-
  (a) rising discontent due to changes within the country/economy due to westward migration and industrialization/technology.
  (b) where? when?
  (c) led to Populist Movement.
(2) Briefly elaborate on the basic nature of "populism"/Populist Movement.
(3) List of "gripes"/points of discontentment (this is the structure of your essay; a table of contents for your supplementary paragraphs). You could indicate that you are listing them from the most legitimate to the least legitimate.

Supplementary Paragraphs-
Each paragraph should identify the source of discontent (gripe/grievance); why it was a grievance; impact on the farmer; assessment of the validity of the grievance (was it the farmers' fault or due to factors beyond his control?) Use the documents!!!! Include as much outside information as you can:

(1) names	(4) elections/candidates
(2) legislation	(5) inventions
(3) court cases	(6) ideas/agric. revolution (1865-1900)

NOTE: I strongly recommend using a chapter from Taking Sides: Clashing Viewpoints on American History, Vol. 2 (Dushkin Press) that features Richard Hofstadter and Ray Ginger on this topic as one of the sources given to the students to prepare for this essay.

A studyguide for this chapter is on the next page.

Reading Asssignment/Unit 11

WAS THE AMERICAN FARMER RESPONSIBLE FOR THE AGRICULTURAL PROBLEMS OF THE LATE NINETEENTH CENTURY ?

1. Introduction:
   a. Transcribe from the third paragraph the three reasons given for the agricultural revolution (include the statistics given to substantiate each reason).
   b. What impact did this revolution have on overall U.S. economic development?

2. Hofstadter's Viewpoint:
   a. Summarize his thesis (myth of "self-sufficiency").
   b. What individual factors does he use to blame farmers for their own problems (characteristics; practices; values; etc.)?
   c. Find the best one sentence summation of his thesis.

3. Ginger's Viewpoint:
   a. What factors does he list to defend the farmer and lay the blame for their problems on external causes beyond their control (take note of the statistics and representative examples he uses)?
   b. Take special note of the last two paragraphs.

4. Postscipt: Make sure to read this.

UNIT 14 ESSAY

Historians differ on the issue of Woodrow Wilson's role in shaping the ultimate decision by the United States to enter World War I. To what extent and for what reasons did President Wilson lead America into war in 1917?

Use Bailey, Tuchman, and the two speeches to develop your thesis and document your response. Do not cite by name either Bailey or Tuchman. You should refer to the two speeches, events, key discussions, etc. within your essay.

ESSAY INSTRUCTIONS/UNIT 15

YOUR QUESTION WILL CENTER ON THE ESSENTIAL GOALS OF THE NEW DEAL. YOU WERE GIVEN FOUR OVERALL GOALS (LECTURE) AND THE ARTICLE, "THE NEW DEAL RECONSIDERED", WILL EXPAND ON THESE FURTHER. THE QUESTION WILL DEMAND OF YOU THE ABILITY TO PROVE WHETHER THERE WAS ANY DEGREE OF SUCCESS BY THE NEW DEAL IN ACHIEVING EACH PARTICULAR GOAL. USE THE CHARTS IN THE TEXT TO ADD SPECIFIC EXAMPLES OF LEGISLATION AND PRESIDENTIAL ACTION THAT PERTAIN TO EACH GOAL. IT IS VERY IMPORTANT TO INCLUDE SPECIFICS TO BACK UP YOUR THESIS.

TO SUM UP: YOUR THESIS WILL INCLUDE MULTIPLE GOALS WITH AN ASSESSMENT (STRONG, MODERATE, MINIMAL, NEGLIGIBLE, ETC.) OF VARYING DEGREES OF SUCCESS. MAKE SURE TO FOLLOW THE FORMAT FOR AN INTRODUCTORY PARAGRAPH THAT WE HAVE BEEN USING THIS YEAR-

1. THESIS (THIS IS A TWO-PART THESIS; GOALS AND DEGREES OF SUCCESS MUST BE INDICATED BY THE THESIS)
2. QUICK EXPLANATION/OVERVIEW OF ANY COMPLEX TERM USED IN THE THESIS.
3. LIST OF YOUR MAIN COMPONENTS FOR THE PURPOSE OF ORGANIZING ESSAY'S PARAGRAPHS. THIS IS WHERE YOU WILL IN A MORE DETAILED MANNER LIST EACH GOAL AND THE BASIC DEGREE OF SUCCESS.

SPECIAL NOTE: FOR THE OVERALL GOAL OF REFORM--I GAVE YOU THREE CATEGORIES. CONSIDER EACH CATEGORY A SEPARATE GOAL FOR THE PURPOSE OF LISTING AND ANALYSIS.

UNIT 15 ESSAY

THE NEW DEAL FACED AN UNPRECEDENTED ECONOMIC CRISIS IN 1933. ASSESS THE VALIDITY OF THIS STATEMENT IN LIGHT OF FOUR PARTICULAR GOALS OF THE NEW DEAL AND ANY POTENTIAL DEGREE OF SUCCESS ACHIEVED BY EACH GOAL.

REMEMBER:
1. USE AN INTRODUCTORY PARAGRAPH
2. CITE SPECIFIC ACTS, PROGRAMS, ACTIONS TO SUPPORT YOUR ASSESSMENT OF EACH GOAL AND ITS JUDGED SUCCESS.

STRATEGIES FOR INCORPORATING ESSAYS INTO UNIT LESSON PLANS

There are three strategies that may be employed to include essay exams in lesson plans:

1. The essay topic used for a particular unit exam can stem from an overall theme or idea that needs to be emphasized. As a result, the primary and secondary readings you use with the unit are determined by the essay topic. It is important that the students be given instructions on how to use the readings to best prepare for writing their essay. On the day of the exam, provide them with a thesis statement to work with (and possibly modify) based on their preparations prior to the test.

This strategy is especially helpful during the earlier units in promoting the development of overall essay skills by students who are more inclined to write relevant, documented essays rather than rambling, incoherent "blobs" of disjointed generalities. This particular approach also helps ease the tension most instructors feel over exactly what readings to select for a unit. Another benefit of using this technique is the direct accountability that is established for the materials given to the students. Students learn (based on instructions and "hints") that they must use the information from the readings in their essay or suffer the penalties of a harsh felt-tip pen.

This approach for incorporating essays into the curriculum has been quite successful in helping students develop their essay skills at an earlier point in the course compared to the more disorganized and "sadistic" approach sometimes used.

2. A variation on the first strategy is to select a number of primary and secondary readings on some overall topic and then give the students a choice between two or three thesis statements that stem from the topic or allow the students to develop their own thesis statement. Note: This variation does increase the amount of time needed for grading of the essays.

3. Three or four times during the year it is advisable to use one of the document based questions from the National Exam as the unit essay. A perfect choice for the students' first exposure to the "trauma" of the DBQ is the 1985 question on the Articles of Confederation. Some class time will be necessary to prepare the students for this "beast". On the next two pages is a handout used with students to help them cope with DBQ's. The key to a good DBQ response is an essay that blends a good deal of outside information with liberal use of the documents.

DBQ EXAM GUIDELINES/"HINTS"

1. Read the question carefully! Be able to paraphrase the question and know the essential task demanded by the question and to be kept in mind as you read the documents (sift through the evidence). Many DBQ exams will "suggest" a particular format to follow for organizing your response (particular ideas and/or categories of information to keep in mind). Sometimes it is helpful to use a chart format to keep up with the documents and where they "plug in" to the overall structure of the essay.

2. Your essay should have a quick (2 to 3 sentence) introductory paragraph with your thesis and introduction of the essay's structure as essential components.

3. Most DBQ essay responses end up approximately 2 to 4 pages in length.

4. Use the documents! Cite them in various direct and indirect ways,

   a. "Jackson's letter to Henry Swartz adequately demonstrates his preconceived animosity towards the Indian...."

   b. "Jackson's preconceived animosity toward the Indian (Doc. G) is quite evident."

5. Do not rewrite the documents in your essay! The Grader knows the documents and does not need the entire text repeated within your narrative.

6. You might not use all of the documents. Don't worry. Use those that seem to fit your overall thesis and are relevant to your "defense" of that thesis.

7. Keep in mind that sources differ in reliability, degree of informantion (implied vs. stated), and direct application to the topic. The top scores are given to those essays that demonstrate judgement and analysis of the documents.

8. Use phrases that demonstrate awareness of the credibility of each document, (indicates; implies; suggests vs. reflects; demonstrates; exemplifies).

DBQ STRATEGIES

15 MINUTE READING SEGMENT:

1. DEFINE THE NATURE OF THE THESIS (MAIN IDEA; KEY TERMS; MAIN TASKS BEING DEMANDED...ONE OR TWO PART THESIS?)

2. BEGIN ESTABLISHING POSSIBLE STRUCTURE OF YOUR ESSAY BY ASKING QUESTIONS THAT ARE PROVOKED BY THE KEY TERMS IN THE THESIS. DON'T FORGET THAT YOUR STRUCTURE WILL BE BASED ON A LIST OF EVENTS, IDEAS, CATEGORIES OF DATA, DECISIONS, ETC. BE SURE TO INTRODUCE THIS LIST IN YOUR INTRODUCTORY PARAGRAPH.

3. DETERMINE WHAT INFORMATION (EVIDENCE) YOU ARE LOOKING FOR IN THE DOCUMENTS.

4. READ THE DOCUMENTS. BE SURE TO NOTE THE SOURCE OF THE INFORMATION. SUMMARIZE THE MAIN IDEA(S) NEXT TO EACH DOCUMENT; UNDERLINE KEY PHRASES.

5. IF YOU HAVE TIME, "KNOCK OUT" A ROUGH OUTLINE OF YOUR ESSAY AND "PLUG IN" THE DOCUMENTS/OUTSIDE INFORMATION FOR EACH PARAGRAPH.

40 MINUTE WRITING SEGMENT:

1. INCLUDE THE DOCUMENTS! USE THE "WONDERFUL VERBS" TO REFER TO THE DOCUMENTS. REMEMBER: DO NOT QUOTE!!

2. INCLUDE OUTSIDE INFORMATION!!!!!! THE LONGER THE BETTER. BE SURE IT IS CORRECT AND RELEVANT TO THE NATURE OF THE THESIS.

3. WATCH YOUR USE OF TIME, PACE YOURSELF! (HAVE A WATCH)

A SURVIVAL PLAN FOR GRADING ESSAYS

There are three overall strategies that have been useful in helping evaluate numerous sets of essays:

1. Emphasize certain aspects of the essay sequentially during the year. The first two or three essays should be used to closely scrutinize the introductory paragraph and overall organization of the essay. Then, greater attention can be given to documentation and completeness during the year with attention to analysis coming last.

2. Employ a modified version of the ranking system used to evaluate essays on the National Examination. Use a range of zero to fifteen to rank the essays based on an assigned criteria of performance. This hierchy provides a more precise evaluation of the essay at what has proven repeatedly to be a faster pace of scoring. Once all of the essays have been scored, convert the number scores to letter grades for use in the gradebook. It would be helpful to attend one of the teacher conferences sponsored by the College Board and become more familiar with this system of ranking essays.

3. Provide extensive instructions and preparation for the students prior to the writing of the essay. This can dramatically reduce the time required to score the essays.

SELECTED LECTURE OUTLINES

1. OVERALL CHARACTERISTICS OF THE AMERICAN EXPERIENCE
   (Based on Daniel Boorstin's The Americans)
   A. It is unique.
   B. Economic gain as a main motivation (Protestant work ethic/"The American Dream")
   C. Abundance and vast spaces (proliferation of property ownership/National wealth and productivity)
   D. Dynamic society.
   E. Plural society.
   F. Selected power structures and social institutions are left behing in Europe (royalty, primogeniture, etc.)
   G. Cultural confrontation.
   H. Pragmatism
      (1) Economic-slavery
      (2) Political-liberalism
      (3) Social/Religious-new congregations
      (4) Technology-new inventions
      (5) Intellectual-new ideas/rejection of dogma
   I. Belief in the future/progress.
   J. Limited Government.

2. CHARACTERISTICS OF ENGLISH COLONIZATION
   A. Late start.
   B. A product of free enterprise.
   C. Provoked by abundance here; shortages there.
   D. Brought with them definite ideas about government
      (1) rule of law
      (2) limited government
      (3) property rights
   E. Shaped by events in England.

3. MAIN COMPONENTS OF PURITANISM
   A. Morality and religion.
   B. Education and literature.
   C. Business ethic.
   D. Limited government/social contract.
   E. Frustrated utopianism.

4. OVERALL FACTORS THAT LED TO THE WAR OF INDEPENDENCE
   A. "Americanization" process
   B. English heritage/Enlightenment
   C. Benign neglect towards the colonies from London.
   D. The sudden introduction of the New Imperial Policy.

5. KEY CONCERNS FACING THE CONSTITUTIONAL CONVENTION
   A. Interstate commerce.
   B. Protection of property.
   C. National security/international influence
   D. National unity.
   E. The national debt.

6. ESSENTIAL DILEMMAS FACING THE CONSTITUTIONAL CONVENTION
   A. States rights vs. cental power.
   B. The design of the federal level and division of power within this branch.
   C. The degree of democracy.

7. DOMINANT THEMES IN U.S. FOREIGN POLICY, 1800-1865
   A. Territorial development/expansion.
   B. Neutrality/isolation from European affairs.

8. "JACKSONIAN DEMOCRACY"/"NEW DEMOCRACY"
   A. Westward movement.
   B. Abundance of land.
   C. Distance from Eastern institutions and power structure
   D. Egalitarian social structure
   E. Historical, political and religious cornerstones (beliefs) taking root and evolving in the frontier. New ideas from old ideas: The Great Awakening; Populism; "Politikin"; etc.
   F. Politicizing influence of panics, Missouri Compromise, and other issues on the frontier.

9. OVERALL CAUSES OF THE AMERICAN CIVIL WAR
   A. Physical geography.
   B. Economic self-interests that clashed.
   C. Political ineptitude (the lack of leadership)
   D. Party politics.
   E. Constitutional flaws.
      (1) sanctioning of slavery
      (2) nebulous nature of "contract"--union or compact?
   F. Lack of communication and dialogue
   G. The injection of a moral issue into an ongoing dispute by the rising abolitionist movement.

10. WHY THE NORTH WON THE CIVIL WAR
    (Based on the collection of essays in Why the North Won the War, edited by David Donald)
    A. The supremacy of resources held by the North.
    B. By 1863 the Union had more effective Generals.
    C. The Confederacy never acquired foreign support.
    D. Southerners were not willing to make sacrifices of their democratic liberties in wartime.

E. The South was crippled with a Confederacy system of government which is inefficient and poorly prepared to conduct a war effort.

11. FUNDAMENTAL CLASHES OF ETHICS OCCURING IN AMERICA AS THE INDUSTRIAL REVOLUTION PROGRESSED
    A. Free market ethic vs. the public welfare ethic
    B. Entrepreneurial ethic vs. the dignity of the worker
    C. The gold standard (creditor) vs. soft money (debtor)

12. FACTORS LEADING TO THE FINAL SUBJUGATION OF THE NATIVE AMERICANS
    A. No united Indian front.
    B. Outnumbered forces (Homestead Act, etc).
    C. Technology.
    D. Destruction of the buffalo.
    E. Lack of immunity to diseases.
    F. Cultural ignorance/vulnerability.

13. THREE THEMES OF PROGRESSIVISM
    A. Democracy.
    B. Individual rights/dignity.
    C. Fairness/honesty.

14. REALITIES OF U.S. FOREIGN POLICY, 1880-1920
    A. U.S. neutrality towards Europe.
    B. U.S. security as a function of the Pacific and Atlantic (therefore: small army)
    C. Safe Borders (therefore: small army)
    D. U.S. navy due to world trade.
    E. Preoccupation with the Western Hemisphere.
    J. Rejection of world leadership. (despite Wilson's efforts)

15. "MEGATRENDS" OF THE 1920'S AND 1930'S
    A. Rise in literacy.
    B. Resurgence of nativism.
    C. Redefinitions to consumerism
       (1) name brands.
       (2) revolving credit.
    D. Increasingly dynamic technology.
    E. Clash between science and religion.
    F. Reaffirmation of the Constitution despite the trauma of the Great Depression.
    G. Further redefinition of laissez-faire ethic (free market ethic) due to Depression.

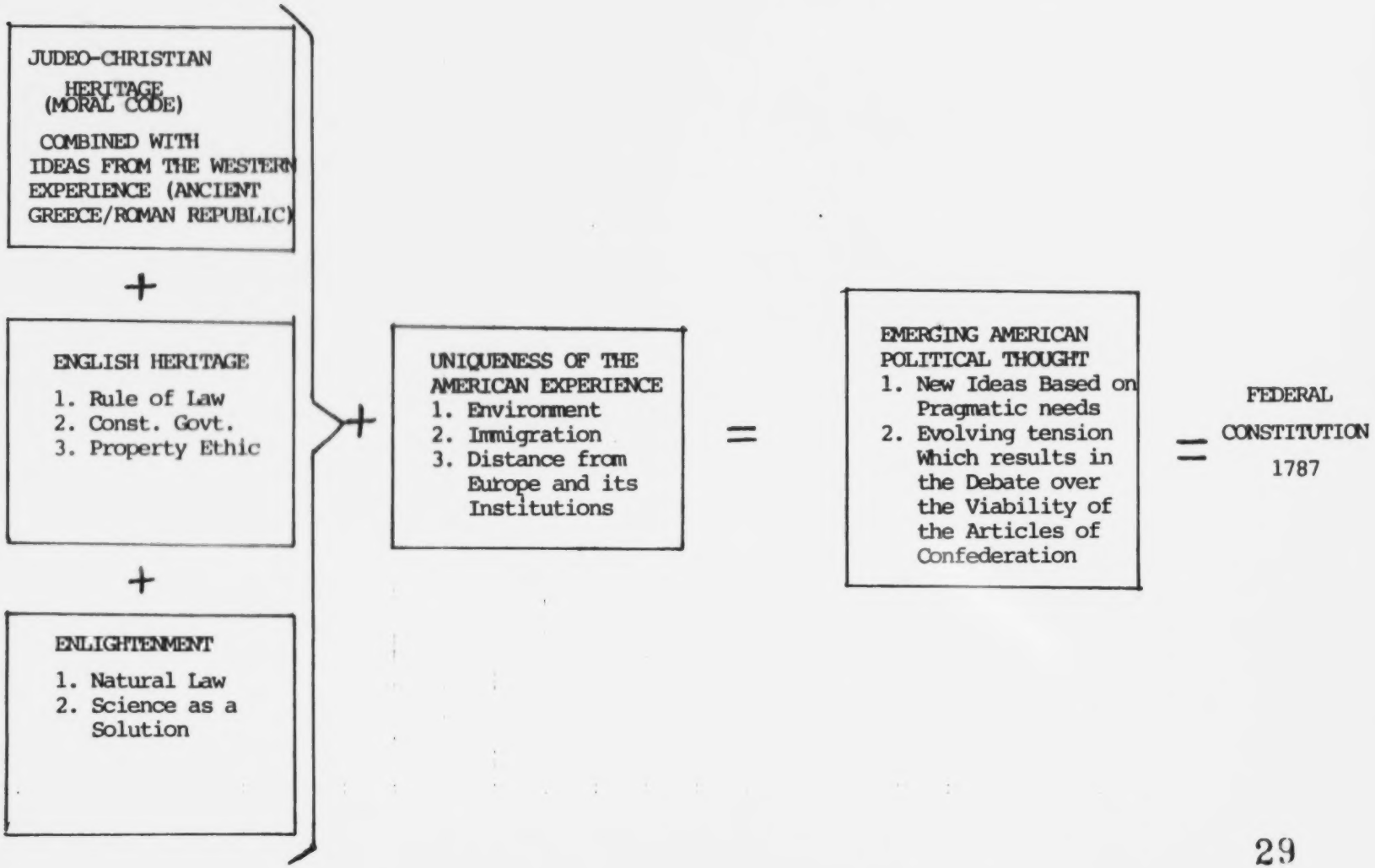
H. Public acceptance of the social welfare state.
I. Accentuation on the Presidency.
J. Growing intellectual challenge to old truths and values as revealed in literature.

16. CAUSES OF THE GREAT DEPRESSION
A. Overspeculation.
B. Overproduction.
C. Decline in foreign trade.
D. Decline in purchasing power.
E. Maldistribution of wealth.
F. Lack of regulatory structure for banking/investments
G. Failure of the Federal Reserve System to react to the crisis (conventional thinking as a constraint).

17. U.S. FOREIGN POLICY, 1930'S
A. U.S. rejection of the League.
B. Bitter neutrality.
C. Depression at home and abroad is distracting as well as a source of problems.
D. Debt question persists.
E. Tariffs remain high.
F. U.S. belief in disarmament/treaties.
G. Change in U.S. leadership.
H. Redefinition of U.S. neutrality as Europe and Asia are conquered.

18. CIVIL RIGHTS MOVEMENT OF THE 1950'S AND 1960'S
A. Impact of World War II on Black expectations.
B. Continuing education/sophistication of the white middle class (G.I. Bill)
C. Impact of television on American conscience.
D. Advocacy through numerous movements highlighted by the SCLC and others.
E. Brown v. Board, 1954.

ORIGINS OF THE AMERICAN CONSTITUTION


JUDEO-CHRISTIAN HERITAGE (MORAL CODE) COMBINED WITH IDEAS FROM THE WESTERN EXPERIENCE (ANCIENT GREECE/ROMAN REPUBLIC)
+
ENGLISH HERITAGE
1. Rule of Law
2. Const. Govt.
3. Property Ethic
+
ENLIGHTENMENT
1. Natural Law
2. Science as a Solution
+
UNIQUENESS OF THE AMERICAN EXPERIENCE
1. Environment
2. Immigration
3. Distance from Europe and its Institutions
=
EMERGING AMERICAN POLITICAL THOUGHT
1. New Ideas Based on Pragmatic needs
2. Evolving tension Which results in the Debate over the Viability of the Articles of Confederation
=
FEDERAL CONSTITUTION 1787

THE EVOLVING PHILOSOPHICAL AND POLITICAL DICHOTOMY, 1781-1800

MAIN OVERALL ISSUE	CHRONOLOGY	ISSUE &/or EVENT	LIBERAL	CONSERVATIVE
VIABILITY OF ARTICLES		OVERALL PHILOSOPHY	1. GOVT IS GREATEST POTENTIAL THREAT TO FREEDOM & LIBERTIES 2. DEMOCRACY! 3. IDEALIST 4. STATES RIGHTS	LACK OF GOVT. IS THE GREATEST THREAT 2. REPUBLIC 3. REALIST 4. NATIONALIST
	1781-1785			
NEED FOR A NEW CENTRAL GOVT.	1786	SHAYS REBEL.	SYMPTOMATIC OF DEMOC.	EVIDENCE OF ANARCHY
	1787	CONVENTION	ILLEGAL!	ONLY HOPE!
	1788	RATIFICATION	NO! (ANTI-FEDS)	YES! (FEDERALISTS)
HOW MUCH POWER WILL THE NEW GOVT. HAVE? (How to interpret Constitution)	1789	FRENCH REV.	SUPPORT/APPRECIATE	LEARY/APPREHENSIVE OF "UNED" MOBS
	1791	WHISKEY TAX	NO!	NECESSARY
		NAT. BANK	UNCONSTITUTIONAL	CONSTITUTIONAL
	1792	FACTIONS APPEAR	JEFF.-REPUBLICANS	FEDERALISTS
	1793	NEUTRALITY PROC.	NO!	YES!
	1794	WHISKEY REB.	HORROR!	LAW & ORDER!
	1795	JAY'S TREATY	NO!	NECESSARY
	1796	ELECTION	T.J.!	ADAMS!
	1797	XYZ	MIXED	WAR!
	1798	ALIEN & SEDITION ACTS	UNCONSTITUTIONAL!	NECESSARY
	1799	MINISTERS TO FRANCE	MIXED	NO!
	1800	ELECTIONS	T.J!	ADAMS

Units 3 & 4

REVIEW FOR THE NATIONAL EXAM

AMERICAN HISTORY

REFRESHER ON EARLIER UNITS:

I. Colonization.
   A. Why? (Religion, Property, "American Dream", etc.)
   B. How? (Joint Stock Co., Indentured Servant, etc.)
   C. Who? (Puritans, Proprietors, Catholics, etc.)

II. Colonial Development.
   A. Political. (Proprietorships, Royal Colonies, Home rule)
   B. Economic. (Types of Trade, Money Crops, Indiginous Industries)
   C. Religion. (Evolution of the "American Church")

III. Movement for Independence.
   A. Causes. (Home Rule, New Imperialism, George III, etc.)
   B. Manifestations. (Stamp Act.....)

IV. Early National Period.
   A. Confederation Period. (Why Confederation?; Weaknesses)
   B. Movement for a New Constitution. (Personalities, events)
   C. Washington/Adams Administrations. (Rise of Factions, Events)
   D. Jefferson-Adams Administrations. (Territorial development, Era of Good Feeling, etc.)

V. Rise in Sectionalism.
   A. Economic. (Tariffs, Regional Economies, etc.)
   B. Political. (Nullification Crisis, Other Debate)
   C. Jackson-Lincoln Administrations.

VI. Reconstruction.
   A. Debate over the Nature of Reconstruction. (Impeachment of Johnson)
   B. Effects of Reconstruction. (Political, Economic, Social)

VII. Rise of Industry/Settlement of the West.
   A. Causes of Industrialization.
   B. Effects.
   C. Nature and results of Movement Westward.

PRESIDENTS:

Study the main accomplishments/failures of: Washington, Adams, Jefferson, Jackson, Lincoln, Theodore Roosevelt, Wilson, Franklin Roosevelt, Truman, Kennedy.

Keep in mind possible comparisons of Presidential Administrations. (Jefferson-Wilson in regards to their attempts to keep the U.S. out of a Foreign war) Use common problems, philosophies, styles, etc. as a guide to identifing these comparisons.

CONSTITUTION:

Study the Constitutional Convention. Know the Key compromises and Personalities that insured its adoption and ratification.

Become familiar with all of the amendments (11-26) and the historical significance of each one.

SUPREME COURT:

Know the origins of the Court's powers vis-a-vis Marbury v. Madison. Study important Court Decisions: Gibbons v. Ogden; McColluch v. Maryland; Plessy v. Fergusen; Brown v. Board Of Ed.; etc. Become familiar with overall changes in the Court's philosophy and involvement in the "Federal Process".

GENERAL TOPICS TO REVIEW:

1. Tariff Policy.
2. Foreign Policy.
   a. Treaties.
   b. Wars
   c. stages/eras.
3. American Art/Literature. (Especially as a reflection of a particular era of U.S. History)
   a. Painters
   b. Architecture
   c. Writers:

   History of Plymouth Colony, Bradford
   Common Sense, Paine
   Autobiography, Franklin
   Freedom of the Will, Edwards
   Uncle Tom's Cabin, Stowe
   A Century of Dishonor..., Jackson
   The Jungle, Sinclair
   How the Other Half Lives, Riis
   Looking Backwards, Bellamy
   Babbit, Lewis
   Grapes of Wrath, Steinbeck

   To mention but a few.

4. Important Historians/Historiography:
   a. Bancroft.
   b. Turner.
   c. Beards.
   d. Schlesinger jr.
5. Economic Philosophies. (Keynes, Smith, etc.)
6. Organized Labor. (evolution, personalities, landmark events)
7. Famous Speeches. (Calhoun; Webster-Hayne; Bryan; Wilson; King, etc
8. Periods of National Paranoia. (Alien Acts; Know-Nothings; Masons Klan; Red Scares; Espionage/Sedition Acts; Japanese Relocation; McCarthyism)
9. Any other theme you can trace throughout our history. (Black History; Technological Development; Territorial Development,; etc.)

LIST OF RESOURCES

THE SURVEY TEXT

Bailey, Thomas, and Kennedy, David. The American Pageant . Eighth edition. Lexington; D.C. Heath, 1987

Nash, Gary & Jeffrey, Julie. The American People. New York; Harper and Row, 1986.

READINGS TEXTS/SUPPLEMENTAL SOURCES

1. A Sense of History: The Best Writings From the pages of American Heritage. Houghton Mifflin, 1985.

2. Annual Editions in American History, Maddox, R.J., ed. Dushkin Pub. (yearly ed.)

3. Bailey, Thomas. The American Spirit. Two Volumes, Lexington: D.C. Heath, 1978.

4. Boorstin, Daniel. The Americans. (Series of Three Volumes). Vintage Books, 1958.

5. Cary, John H. and Weinberg, Julius. The Social Fabric. Two volumes. Boston: Little Brown, and Company, 1978.

6. Commanger, Henry S. Documents of American History, Vols. I & II. New York: Appleton-Century-Crofts, 1973.

7. Current, Richard N. and Gerald J. Goodwin. A History of the United States. New York: Alfred A. Knopf, 1980.

8. Current, Richard N., et al Words That Made American History. Two Volumes. Boston: Little Brown, 1972.

9. Davidson, James and Lytle, Mark. After the Fact: The Art of Historical Detection. New York: Alfred A. Knopf. 1980.

10. Davis, Allen and Woodman. Conflict and Consensus, Vols. I & II. Lexington: D.C. Heath, 1984.

11. Dollar, Charles and Reichard, Gary. American Issues: A Documentary Reader. Random House, 1988.

12. Feder, Bernard. Viewpoints: U.S.A. New York: American Book Company, 1967.

13. Kuzirian, Eugene and Madras, Larry, Taking Sides, Clashing Views on Controversial Issues in American History. Two Volumes. Dushkin Pub., 1985.

14. Levine, Lawrence and Middlekauff, Robert. The National Temper, New York: Harcourt, Brace, 1968.

15. Marcus, Robert and Burner, David. America Personified: Portraits from History. Vols. I & II. New York: St. Martins Press, 1974.

16. Quint, Howard and Contor, Milton. Men, Women, and Issues in American History, Vols. I & II. Homewood: The Dorsey Press, 1975.

17. Roberts, Randy and Olson, James. American Experiences, Vols. I & II. Scott Foresman, 1986.

18. Selected Readings on Great Issues in American History, 1607 - 1968. One Volume. (Encyclopedia Britannica/The Annals of America.)

19. Tuchman, Barbara. Practicing History. New York: Alfred A. Knopf, 1981.

20. Wheeler, William and Becker, Susan. Discovering The American Past, Vols. I & II. Houghton-Mifflin Co., 1986.

21. Whittemore, Robert C. Makers of the American Mind. New York: William Morrow & Co., 1964.

22. Wickens, James F. Themes in United States History. Hayward, California: Glenese Press, 1973.

AUDIO -- VISUAL SOURCES

1. A Walk Through the Twentieth Century Series

2. The American Experience Series

3. The America Series, Allistaire Cooke.

A.P. AMERICAN HISTORY
SYLLABUS

Text: The American Pageant (8th edition) by Thomas Bailey and David Kennedy

ASSIGNMENTS

1. Survey Text: You are responsible for reading and studying the survey text by Bailey and Kennedy. You will receive a study guide at the beginning of each unit to assist your "digestion" of the text material. Approximately 65% of the multiple choice questions on the unit exam will come directly from the text assignment.
2. Supplemental Readings: You will be given primary and secondary materials (essays, articles, documents, etc.) within each unit that will deal with some ongoing concept that will be emphasized on the unit essay exam. The materials are to be read and eventually used to help construct and defend a thesis within a timed written essay (exposition) at the end of the unit. These supplemental readings will be assigned through:
   a. individual reading.
   b. individual reading and response to assigned questions.
   c. group assignments involving cooperative efforts and activities.
   d. seminars/group discussion.
3. Topic Research: You will choose a specific topic by _____ and complete some preliminary research using mostly primary sources. This research will be turned in by _____ in the form of an annotated outline. The outline can be on typing paper or on over-sized note cards. Guidelines:
   a. Title page.
   b. Bibliography.
   c. Three or more primary sources.
   d. Neat appearance (preferably typed)
   e. Footnotes or endnotes.

   After completing some of your research, you are to develop a title for your work. This title will reflect the thesis/tone of your presentation. For example:
   a. "The War of 1812: A President's Blunder"
   b. "Jackson and the Bank of the U.S.: A Triumph of Populism"
   c. "Jefferson and Slavery: A Delicate Dilemma".

   Remember, the title reflects the narrow range of your research and the overall interpretation of events (thesis) that you emphasized as a result of your research. This assignment is a "flirtation" with research in history and is limited to producing an annotated outline, not a finished research paper.
4. Review of an Article: After the National Exam in May, you will read an article from one of the journals I will provide and complete a review of the article and its relative merit. An additional sheet of instructions will be given to you in May on how to complete this assignment.

EVALUATION

Formal evaluation of your progress in the course will consist of two exams at the end of each unit (One multiple choice/identifications exam and one essay exam). A few units will include only one multiple choice exam. These exam scores will determine your six-weeks grade. {note: The earlier exams are subject to a possible "curve" (if needed) to adjust the scores to a more normal distribution.} When applicable, the Topic Research and Review of an Article assignments will also add scores to your six-weeks grades.

There are no "daily grades" in this course.

Make-up tests are to be completed by appointment during either 4th hour, 5th hour, or after school. This appointment must be made and completed within three school days after your return to school.

GENERAL INFORMATION

Attendance: The nature and format of this course make it imperative that you be in class every day. If you are absent, consider sending an audio player to record the lesson you missed. You should establish a study partner(s) for this class! They could take care of this particular task for you and provide copies of lecture notes too. This partnership could also be employed to prepare for the unit exams, semester exams, and most importantly, the National Exam in May. This strategy is extremely effective and I strongly recommend that you employ it in this class and other classes you take.

Materials: You need to leave you copy of the American Pageant at home. We will not use it in class. A binder with loose leaf paper and dividers for each unit (with pockets) is strongly suggested. You will also need a legal tablet with off-white paper for your unit essay exams.

National Exam: The National Exam will be administered at PSHS in May by the counseling staff. It takes approximately three hours and is comprised of two parts, multiple choice and essay. Students receive a score from one to five. Most colleges require a three to grant credit for the two semester survey of U.S. History (6 credit hours) course. Texas state universities (U.T., A&M, U.N.T., etc.) grant the 6 credit hours but do require that the student take a 3 credit hour course in U.S. History before they graduate. You will be given more instructions and materials to prepare for the National Exam in March and April.

TOPIC RESEARCH: OPTIONS FOR AN ENRICHED STUDY

Several options exist that will provide a more personal, revealing, and interesting vehicle to conduct and present your topic research. A key component of all of these options is your ability to become an historian and compile original research using primary audio-visual sources.

Your options are:

A. Oral History- this is a rapidly growing field of research in history. There is a wealth of American history within our community that needs to be identified and recorded. Your task is to locate people who have witnessed particular events, era, movements, or personalities which reflect the American experience. There are numerous options for incorporating oral history into your topic research:

   1. One person/multi-interview-- find someone who is rich in historical perspective or experience and interview them extensively (2 to 5 hours). This person was possibly a direct participant in an event or movement. Another possibility is to find someone who has a deep understanding or unique perspective of some aspect of American culture/history.
   2. Multi-person/shared experiences interviews--choose a particular event, era movement, etc. from American history to concentrate on. A minimum of three people should be interviewed. You are looking for similarities, differences, common themes, etc. from their responses.
   3. Supplemental interview to accompany a written topic research outline.

For options 1 and 2 you should turn in:

a. The cassette tapes (one per interview) labeled with the date of the interview, person's name, and basic topic discussed.
b. A summary (typed) of each interview (most interesting information and ideas; 1 to 2 paragraphs each)
c. An overall summary analysis of the insights and information gleaned from the interviews. Place this information into historical context based on your research of the topic. This analysis/overall summary should be typed and approximately 2 pages in length.

d. Follow the instructions on your syllabus (title page, bibliography, etc.) Use a sturdy binder to turn in the completed assignment (3 ring binder). You will need to go to a business supply store and get the binder inserts that hold cassette tapes. REMEMBER...college professors expect a neat, well organized, and "professionally packaged" presentation of your reaserach.

B. Audio-visual Supplements to Your Research:

1. Use of videotape-- You can transfer to one or more videotapes selected excerpts from archival sources or video libraries. Voice-over narration can be used to maximize the use of this supplement to your written outline. Be sure to look at the index of the Video Encyclopedia of the Twentieth Century (40 video disks) in our library. Jean Edwards (Audio-Visual Librarian) stays after school on Mondays until 8:00 pm. Make an appointment with her and use her valuable assistance.
2. Slides-- This is a very effective supplement to a wide range of topics. Again, Jean Edwards can help you select and take the slides from books, magazines, prints, etc. (you provide the film and processing). Use the insert sheets that hold slides for inclusion in the binder with the written portion of your topic research. Label each slide briefly and number the slides in the order of their presentation.
3. Overheads-- This option is well suited for maps and charts. Mrs. Edwards will help you make them (there is a small charge for the materials).
4. Use a combination of any of these options in conjunction with your written outline.

Broad Overall Suggestions for Possible Topics:

1. Key/interesting personalities
2. Major events/turning points in American history
3. Military history
4. Overall eras/movements
5. American art
6. American music
7. American architecture
8. American "Folk History"; foods, drink; entertainment; sports; etc. from a particular era.
9. American authors
10. American philosophers/educators
11. American theology
12. Reformists/"crusaders"
13. Settlement of the West
14. Immigration
15. Women's history
16. American technology

17. Constitutional evolution
    a. Amendments
    b. Court cases
18. Civil rights movement
19. American media/journalism
20. American foreign policy
21. Native American history
22. Slavery
23. Nativism as it manifested itself over and over again
24. American cultural trends and practices
25. Economic developments/crises
26. One of many political scandals
27. Comparative studies of two presidents on some particular topic/quality.

SOURCES:

Sitton, T. et al. Oral History: A Guide for Teachers and Others. University of Texas Press, 1983. (Orders can be expedited be calling 1-800-252-3206)

(note: I strongly recommend this text for you and your students for any research involving oral history.)

Fletcher, W. Recording Your Family History. Dodd, Mead & Co. 1986.

Kyvig, D. Nearby History. The American Association for State and Local History. 1982.

A. P. AMERICAN HISTORY

REVIEW OF AN ARTICLE

Guidelines:

1. 2 pages typed MAXIMUM.

2. Title page required:

"Pearl Harbor: A Reassessment"

by

Alfred Teagarten Jr.

Your Name
A. P. American History, Period 2
date

3. Footnotes, endnotes, or parenthetical notation for any quotes (do not use too many quotes).

4. Bibliographic citation on a separate sheet at the back of your review.

Suggestions:

Opening Paragraph--two to four sentences that include the author's name, title of the article, thesis of the article, and an overall introduction to the structure and/or rationale of the article.

Example of opening sentence--Alfred Teagarten's, "Pearl Harbor: A Reassessment" refutes previous contentions that Japan attacked Pearl Harbor in December of 1941. The word "article" is not used in the sentence (it is redundant!). Use the author's name in the possessive case and the title of the article. The verb in this sentence is very important. It should reflect the tone or action of the author's thesis/treatment of the subject (e.g.: asserts; contends; denies; refutes; synthesizes; portrays; reaffirms; etc.).

Assorted Suggestions: Once you have introduced the author, use the last name only or "the author". Do not use "Mr.", "Mrs." or "Dr." with the name and DO NOT refer to the author by his first name only. Remember--SUMMARY AND ANALYSIS is your main goal. Your criticisms and analysis should be blended into your brief summary of the article's main points. As a general rule, the review should be three-fourths summary and one-fourth criticism/analysis. Your critical analysis should revolve around:

a. does the article match the title?
b. does the article devote enough room for each of its main points?
c. is there a logical or sensical flow of ideas; does the author "stay on track" with his/her "story"?
d. is the author's thesis defended by the merits of the article's facts and evidence?
e. what sources did the author use?
f. is this revisionist history?
g. is this article intended for a more general audience or is it highly specialized and intended for very limited use?
h. is there evidence of bias/prejudice on the part of the author (sexual, racial, national, regional, socio-economic)?

ADVANCED PLACEMENT AMERICAN HISTORY

COURSE OUTLINE

UNIT 1: COLONIAL BEGINNINGS, 1588-1763

CHAPTERS 1, 2, 3, 4

UNIT 2: AMERICAN INDEPENDENCE, 1763-1781

CHAPTERS 5, 6, 7

UNIT 3: A CONSTITUTIONAL CORNERSTONE, 1781-1789

CHAPTER 8

UNIT 4: THE INFANT REPUBLIC, 1789-1800

CHAPTERS 9, 10

UNIT 5: JEFFERSON'S AGENDA, 1801-1824

CHAPTERS 11, 12, 13

UNIT 6: JACKSONIAN DEMOCRACY, 1824-1848

CHAPTERS 14, 15, 16

UNIT 7: THE RISE OF AMERICA, 1790-1860

CHAPTERS 17, 18, 19

UNIT 8: EMERGING DISUNION, 1848-1861

CHAPTERS 20, 21, 22

UNIT 9: CIVIL WAR AND ITS AFTERMATH, 1861-1876

CHAPTERS 23, 24, 25

UNIT 10: URBANIZATION AND INDUSTRIALIZATION, 1865-1900

CHAPTERS 26, 27, 28

UNIT 11: THE FINAL WESTWARD MOVEMENT, 1865-1900

CHAPTERS 29, 30

UNIT 12: AMERICA'S PATH TO EMPIRE, 1890-1909

CHAPTERS 31, 32

UNIT 13: THE PROGRESSIVE RESPONSE, 1900-1915

CHAPTERS 33, 34

UNIT 14: AMERICAN IDEALISM AND THE WORLD, 1914-1921

CHAPTERS 34, 35

UNIT 15: AMERICA BETWEEN THE WARS, 1921-1941

CHAPTERS 36, 37, 38

UNIT 16: THE CHALLENGE TO AMERICA, 1933-1952

CHAPTERS 39, 40, 41

UNIT 17: AMERICA AND THE NUCLEAR AGE, 1953-1976

CHAPTERS 42, 43, 44

UNIT 1 STUDYGUIDE

CHAPTER 1:

BEGIN ON PAGE 11, "ENGLAND'S IMPERIAL STIRRINGS"

1. FUTILE AND FEEBLE EARLY ATTEMPTS AT COLONIZATION BY ENGLISH DURING A PERIOD OF SPANISH SUPREMACY.

2. 1588-DEFEAT OF SPANISH ARMADA AND THE RESULTING SIGNIFICANCE ON COLONIZATION

3. FACTORS SHAPING THE EVENTUAL MIGRATION OF ENGLISHMEN TO NORTH AMERICA IN THE 1600'S

4. THE ESTABLISHMENT OF JAMESTOWN (WHY AND HOW)
   NOTE: JOINTSTOCK COMPANY

5. THE IMPACT OF TOBACCO ON EARLY VIRGINIA
   NOTE: MONEY CROP

6. THE ESTABLISHMENT OF MARYLAND (WHY AND HOW)
   NOTE: PROPRIETORSHIP

7. THE ESTABLISHMENT OF THE CAROLINA COLONY (WHY AND HOW)

8. THE ESTABLISHMENT OF GEORGIA (WHY AND HOW)

9. THE OVERALL NATURE OF PLANTATION COLONIES

CHAPTER 2:

1. THE PROTESTANT REFORMATION'S CREATION OF THE PURITAN CHURCH AND RESULTING RELIGIOUS AND POLITICAL TENSION WITHIN ENGLAND

2. THE PURITAN PILGRIMAGE
   A. PLYMOUTH/PILGRIMS/MAYFLOWER COMPACT
   B. THE BAY COLONY
   C. THE GREAT MIGRATION

3. THE PURTITAN'S "BIBLE COMMONWEALTH"
   A. THEOCRACY AND ITS INTENTIONS AND IMPACT
   B. EMERGENCE OF DISSENT AND ITS IMPACT
      (1) ANNE HUTCHINSON
      (2) ROGER WILLIAMS/RHODE ISLAND
   C. SATELLITE COLONIES
      (1) CONNECTICUT
      (2) NEW HAMPSHIRE

4. FIRST "STIRRINGS" OF COLONIAL UNITY AND INDEPENDENCE
   A. NEW ENGLAND CONFEDERATION
   B. ENGLAND'S "BENIGN NEGLECT"
   C. THE RESTORATION IN ENGLAND AND ITS IMPACT
      (NOTE: PROPRIETORSHIPS INCREASE)
   D. THE SHORT-LIVED DOMINION OF NEW ENGLAND
      (PURPOSE AND IMPACT) NOTE: MERCANTILISM AND
      THE NAVIGATION LAWS
   E. ENGLAND'S GLORIOUS REVOLUTION AND ITS IMPACT ON THE
      COLONIES

5. NEW NETHERLANDS "ACQUIRED", 1664

6. THE QUAKERS/ESTABLISHMENT OF PENNSYLVANIA (HOW & WHY)
   NOTE: LIBERAL ATTITUDES/TOLERATION

7. THE MIDDLE COLONIES
   A. GEOGRAPHIC/ECONOMIC/SOCIAL NATURE
   B. NOTE: "...MOST AMERICAN PART OF AMERICA"

8. VERY SPECIAL NOTE: LAST PARAGRAPH AS SUMMATION

CHAPTER 3:

1. CHESAPEAKE COLONIES
   A. HARDSHIPS
   B. ECONOMIC FOUNDATIONS AND REALITIES
      (1) TOBACCO
      (2) SLAVERY
   C. BACON'S REBELLION
      NOTE: FRONTIER/BACKWOODS VS. COASTAL/TIDEWATER

2. SOUTHERN COLONIES
   A. PLANTER ARISTROCRACY AS A SMALL MINORITY
   B. SLAVE SYSTEM/SLAVE CODES
      NOTE: MAP ON SLAVE TRADE/AFRICA

3. NEW ENGLAND COLONIES
   A. FAMILY ORIENTATION
   B. TOWN LIFE/TOWN MEETINGS
   C. EMPHASIS ON EDUCATION
   D. "HALF-WAY" COVENANTS
   E. ECONOMY/GEOGRAPHY
   F. ETHNIC HOMOGENEITY

4. SPECIAL NOTE: LAST FOUR PARAGRAPHS OF OVERALL SUMMARY

CHAPTER 4:

1. MAP ON PAGE 55

2. GROWING NUMBERS AND PLURALITY OF COLONIAL POPULATION
   NOTE: CHART ON P. 56

3. SOCIO-ECONOMIC REALITIES OF COLONIAL SOCIETY
   NOTE: CHART ON P. 57

4. BROAD OVERVIEW OF COLONIAL ECONOMY (MAP ON P. 61)
   A. FARMING
   B. FISHING
   C. LUMBER
   D. NAVAL STORES
   E. SHIPPING

5. EVOLVING AMERICAN RELIGION
   A. NUMBER AND NATURE OF GROWING NUMBER OF CONGREGATIONS/CHURCHES
   B. GREAT AWAKENING
      (1) EDWARDS
      (2) WHITEFIELD

6. COLONIAL ART/ARCHITECTURE/INTELLECTUAL LIFE AS A BYPRODUCT OF EUROPE COMBINED WITH THE FIRST SMALL STEPS TOWARDS INDIGENOUS AMERICAN INTELLECTUAL IDENTITY
   A. PEALE
   B. WEST
   C. COPELY
   D. FRANKLIN
   E. PHILLIS WHEATLEY

7. THE COLONIAL NEWSPAPER
   NOTE: THE ZENGER CASE

8. COLONIAL POLITICS
   A. COLONIAL ASSEMBLIES (ROLE/POWER)
   B. ROYAL GOVERNORS (RELATIONSHIP TO ASSEMBLIES)
   C. DEGREE OF DEMOCRACY
   D. FUNDAMENTAL ORDERS OF CONNECTICUT

9. SPECIAL NOTE: LAST PARAGRAPH AS SUMMARY

UNIT 2 STUDYGUIDE

CHAPTER 5, 1756-1763:

1. NEW FRANCE'S MAIN ECONOMIC CHARARCTERISTICS (SCANTY IMMIGRATION)

2. OVERALL STATE OF CONFLICT BETWEEN FRANCE AND ENGLAND. (DON'T WORRY ABOUT THE INDIVIDUAL WARS AND BATTLES)

3. THE FOURTH OF THESE WARS, FRENCH AND INDIAN WAR, AS A TURNING POINT (DON'T WORRY ABOUT ANY OF THE BATTLES). VERY IMPORTANT: THE OUTCOME OF THE WAR AND ITS SIGNIFICANCE (P. 85-87); ALSO, NOTE THE MAPS ON P. 85.
   A. ALBANY CONGRESS (PLAN OF UNION)
   B. PROCLAMATION OF 1763

CHAPTER 6, 1763-1775:

1. VERY IMPORTANT: "DEEP ROOTS OF REVOLUTION", P. 89-90) NOTE THE OVERALL SEEDS OF REVOLUTION.

2. MERCANTILISM
   A. THEORY
   B. IMPACT ON TRADE/COLONIAL ECONOMY (NEGATIVE AND POSITIVE)
   C. VERY IMPORTANT: FINAL ASSESSMENT ON P. 93.

3. NEW IMPERIALISM IS PUT INTO EFFECT AS A RESULT OF: (1) GEORGE III ON THE THRONE; (2) DEBT FROM THE FRENCH AND INDIAN WAR; (3) CONTINUED ATTEMPTS TO REAFFIRM MERCANTILIST POLICIES.
   A. SUGAR ACT, 1764
   B. QUARTERING ACT, 1765
   C. STAMP ACT, 1765. (COLONIAL RESPONSE IS VERY IMPORTANT HERE: BOYCOTTS; STAMP ACT CONGRESS; SONS OF LIBERTY)
   D. REPEAL OF STAMP ACT (DECLARATORY ACT, 1766)
   E. TOWNSHEND DUTIES, 1767 (COLONIAL RESPONSE)
   F. BRITISH TROOPS SENT TO BOSTON, 1768
   G. BOSTON MASSACRE, 1770
   H. REPEAL OF TOWNSHEND DUTIES (EXCEPT TAX ON TEA), 1770
   I. COMMITTEES OF CORRESPONDENCE, 1772
   J. TEA ACT, 1773
   K. BOSTON TEA PARTY, 1773

L. REPRESSIVE ACTS, 1774
   (1) BOSTON PORT ACT
   (2) MASSACHUSETTS GOVERNMENT ACT
M. FIRST CONTINENTAL CONGRESS, 1774
   (1) DECLARATION (AFFIRMATION) OF RIGHTS
   (2) THE ASSOCIATION
N. LEXINGTON AND CONCORD

4. ASSESSMENT OF STRENGTHS AND WEAKNESSES OF BRITISH AND AMERICANS

CHAPTER 7, 1775-1783:

1. SECOND CONTINENTAL CONGRESS CONVENES IN RESPONSE TO LEXINGTON AND CONCORD, MAY, 1775.
   A. SELECTION OF WASHINGTON AS COMMANDER IN CHIEF
   B. DECLARATION OF THE CAUSES AND NECESSITY OF TAKING UP ARMS

2. BUNKER HILL, JUNE, 1775 AND RESULTING DECLARATION OF GEORGE III THAT A "STATE OF REBELLION" EXISTED AUGUST, 1775

3. THOMAS PAINES, COMMON SENSE, JANUARY, 1776

4. MOVEMENT TOWARDS DECLARATION OF INDEPENDENCE
   A. LEE'S MOTION, JUNE 7, 1776
   B. RESULTING COMMITTEE AND DEBATE
   C. VOTE OF JULY 2, 1776 AND ITS SIGNIFICANCE

5. PATRIOTS VS. LOYALISTS

6. WASHINGTON SAVES HIS ARMY (FALL-WINTER, 1776)

7. SIGNIFICANCE OF THE BATTLE OF SARATOGA, OCT., 1777/FRENCH ALLIANCE, 1778

8. BRITISH SHIFT TO A SOUTHERN STRATEGY, 1778.

9. SIGNIFICANCE OF THE BATTLE AT YORKTOWN, OCT., 1781

10. PEACE OF PARIS, 1783
    A. TERMS
    B. SIGNIFICANCE

UNIT 3

CHAPTER 8, 1781-1789:

1. DEVELOPMENT OF STATE GOVERNMENTS/CONSTITUTIONS

2. ECONOMIC CHANGES/TRENDS
   A. LOYALIST PROPERTIES
   B. ECONOMIC SELF-SUFFICIENCY DEVELOPING DUE TO WAR
   C. OLD MARKETS VS. NEW MARKETS FOR AMERICAN TRADE
   D. NEGATIVE EFFECTS FROM WAR

3. CREATION OF THE ARTICLES OF CONFEDERATION
   A. WESTERN LANDS DISPUTE/RESOLUTION
   B. BASIC CONCEPTS/NATURE/STRUCTURE OF ARTICLES GOVERNMENT (EMPHASIS ON LIBERAL EXPERIMENT)
   C. FAILINGS VS. CONTRIBUTIONS OF THE DOCUMENT/GOVT.
   D. LAND ORDINANCE, 1785
   E. NORTHWEST ORDINANCE, 1787

4. FOREIGN INTANGLEMENTS/POTENTIAL DISPUTES
   A. NORTHWEST FORTS/BRITAIN
   B. SPAIN
   C. FRANCE
   D. ALGIERS

5. SHAYS' REBELLION (CAUSES AND IMPACT!)

6. EMERGING "CONSPIRACY" TO DEVELOP A NEW PLAN OF GOVERNMENT.
   A. ANNAPOLIS, 1786 (CONTROL OF COMMERCE)
   B. PHILADELPHIA, 1787
      (1) NATURE OF DELEGATES (OCCUPATION/SOCIAL RANK)
      (2) KEY PERSONALITIES AND THEIR CONTRIBUTIONS
      (3) OVERALL MOTIVATIONS OF THE DELEGATES
      (4) VIRGINIA PLAN (NATURE AND SIGNIFICANCE)
      (5) LARGE STATE VS. SMALL STATE AND THE RESULTING GREAT COMPROMISE
      (6) OTHER KEY COMPROMISES: NATURE OF EXECUTIVE; ELECTORAL COLLEGE; THREE-FIFTHS COMPROMISE; SLAVE TRADE COMPROMISE
      (7) "CONSERVATIVE SAFEGUARDS" TO PROTECT AGAINST "MOBOCRACY"
      (8) FINAL AGREEMENT AND SIGNING, 9/17/1787

7. THE CLASH OVER RATIFICATION
   A. ANTI-FEDERALIST "CAMP" (WHO? MOTIVATIONS AND INTERESTS; STRENGTHS AND WEAKNESSES)
   B. FEDERALIST "CAMP" (WHO? MOTIVATIONS AND INTERESTS; STRENGTHS AND WEAKNESSES)
   C. OVERALL NATURE OF THE DEBATE AND RESULTING VOTES WITHIN THE STATES ON RATIFICATION
   D. CARTOON ON PAGE 145
   E. VERY IMPORTANT!!: "A CONSERVATIVE TRIUMPH", PP. 145-146

CHAPTER 9, 1789-1794:

1. STATUS REPORT ON THE NEW FEDERAL REPUBLIC, 1789
   A. MAIN CITIES
   B. RURAL ORIENTATION
   C. PROBLEMS FACING NEW GOVERNMENT

2. WASHINGTON'S INAUGURATION
   A. EVOLUTION OF A "CABINET" (UNWRITTEN CONSTITUTION)
   B. ASSESSMENT OF WASHINGTON

3. BILL OF RIGHTS ADDED TO THE CONSTITUTION
   A. WHY?
   B. 10TH AMENDMENT

4. HAMILTON'S FISCAL PROGRAM
   A. GOALS (STATED AND UNSTATED)
   B. MAIN COMPONENTS
      (1) FUNDING OF THE DEBT
          (a) AT PAR
          (b) ASSUMPTION OF STATE DEBTS
      (2) TAXES
          (a) CUSTOMS (TARIFFS)
          (b) EXCISE (LUXURY OR FEDERAL SALES TAXES)
      (3) NATIONAL BANK
   C. WHISKEY REBELLION, 1794
   D. HAMILTONIAN LEGACY
      (1) FEDERAL SOLVENCY
      (2) "LOOSE CONSTRUCTION" (IMPLIED POWERS)
      (3) TARIFFS/EMERGING AMERICAN INDUSTRY
      (4) CENTRALIZATION OF POWER AT THE EXPENSE OF STATES RIGHTS

5. EARLY EMERGENCE OF FACTIONS (PARTIES)
   A. NATURE OF EACH FACTION (FEDERALISTS VS. REPUBLICANS)
   B. GOALS AND PHILOSOPHY OF EACH FACTION.
   NOTE: RECOMMEND A T CHART HERE TO CHART THE FUNDAMENTAL DIFFERENCES BETWEEN THE TWO GROUPS

CHAPTER 10, 1793-1800:

1. THE IMPACT OF THE FRENCH REVOLUTION ON AMERICA(N) POLITICS
   A. FEDERALISTS AND REPUBLICANS (DEMOCRATIC-REPUBLICANS; JEFFERSONIAN REPUBLICANS)
   B. NEUTRALITY PROCLAMATION, 1793

2. BRITISH HARASSMENT OF U.S. SHIPPING (WEST INDIES) COMBINED WITH PROBLEMS IN THE NORTHWEST TERRITORY WITH THE INDIANS (TREATY OF GREENVILLE, 1795)

3. JAY'S TREATY WITH GREAT BRITAIN
   A. WASHINGTON'S MOTIVATIONS
   B. THE RESULTING ANGLO-AMERICAN AGREEMENT AND AMERICAN PUBLIC RESPONSE
   C. BATTLE OVER RATIFICATION AND FINAL OUTCOME (SIGNIFICANCE!)

4. PICKNEY TREATY WITH SPAIN, 1795

5. WASHINGTON'S "FAREWELL ADDRESS"
   A. OVERALL NATURE AND PURPOSE OF DOCUMENT
   B. SPECIFIC WARNINGS FOR FUTURE U.S. FOREIGN POLICY

6. ELECTIONS OF 1796
   A. STRENGTHENED SENSE OF FACTIONS
   B. MAIN ISSUES
   C. OUTCOME
      (1) ELECTORAL VOTE
      (2) TANDEM OF OPPONENTS IN OFFICE

7. FRENCH HARASSMENT OF U.S. SHIPPING (WEST INDIES)
   A. MOTIVATIONS
   B. XYZ AFFAIR AND ITS IMPACT ON PUBLIC
   C. ADAMS PUTS, "PATRIOTISM ABOVE PARTY" AND THE RESULTING CONVENTION OF 1800 WITH FRANCE (SIGNIFICANCE!)

8. ALIEN AND SEDITION ACTS
   A. PURPOSES (STATED AND UNSTATED)
   B. IMPACT AND REPERCUSSIONS
      (1) KENTUCKY RESOLUTIONS AND VIRGINIA RESOLUTIONS PROMOTE THE COMPACT THEORY AS A DEFENSE AGAINST THE FEDERALISTS (DOCTRINE OF NULLIFICATION)
      (2) ARRESTS AND PROSECUTIONS
      (3) MUDSLINGING INTENSIFIES

9. ELECTIONS OF 1800
   A. OUTCOME
   B. ELECTORAL DEADLOCK BETWEEN JEFFERSON AND BURR
   C. PEACEFUL TRANSITION OF POWER (SIGNIFICANCE!)
   D. FEDERALIST LEGACY

NOTE: MAKE SURE TO EXAMINE THE MANY POLITICAL CARTOONS AND DRAWINGS THROUGHOUT THESE TWO CHAPTERS

CHAPTER 11, 1801-1809

1. JEFFERSON'S PRESIDENTIAL PRECEDENTS

2. THE NATURE OF DEMOCRATIC-REPUBLICAN "PARTY" UNITY

3. JEFFERSONIAN MODIFICATIONS OF FEDERALIST POLICIES.

4. JEFFERSON AND THE FEDERAL JUDICIARY
   A. JUDICIARY ACT OF 1801
      (1) MOTIVATIONS
      (2) IMPLEMENTATION ("MIDNIGHT JUDGES")
   B. APPOINTMENT OF JOHN MARSHALL AS CHIEF JUSTICE OF THE SUPREME COURT
   C. MARBURY V. MADISON, 1803 (FOCUS ON THE SIGNIFICANCE OF THE CASE--JUDICIAL REVIEW!)
   D. CHASE'S IMPEACHMENT AND TRIAL (SYMBOLISM AND SIGNIFICANCE)

5. JEFFERSON AND THE "JOYS AND HEADACHES" OF FOREIGN POLICY
   A. TRIPOLI (NOTE THE INCONSISTENCIES BETWEEN JEFFERSON, THE PHILSOPHER, WITH JEFFERSON, THE PRESIDENT)
   B. LOUISIANA PURCHASE
      (1) U.S. MOTIVATIONS AND FRENCH MOTIVATIONS
      (2) TERMS OF THE AGREEMENT (MAP ON 186)
      (3) INCONSISTENCIES BETWEEN JEFFERSON, THE PHILOSOPHER, AND JEFFERSON, THE PRESIDENT
      (4) FEDERALIST OPPOSITION TO THE TREATY
          (a) WHY?
          (b) IRONIES
      (5) LONGTERM FOREIGN POLICY, ECONOMIC, POLITICAL, CONSTITUTIONAL, AND NATIONAL SIGNIFICANCE OF THE TREATY
      (6) JEFFERSON, THE SCHOLAR, AND THE RESULTING LEWIS AND CLARK EXPEDITION
   C. THE ORDERS IN COUNCIL (1806) AND THE RESULTING BRITISH HARASSMENT OF U.S. SHIPPING
      (1) IMPRESSMENT
      (2) CHESAPEAKE AFFAIR, 1807
   D. EMBARGO OF 1807
      (1) RATIONALE
      (2) IMPACT ON THE U.S. ECONOMY AND POLITICAL ARENA
   E. REPEAL OF THE EMBARGO (3-1-09)
   F. OVERALL ASSESSMENT OF THE EMBARGO AND ITS FAILURE AS AN INSTRUMENT OF U.S. FOREIGN POLICY
      (1) "SELF-CRUCIFYING"
      (2) FEDERALIST REVIVAL
      (3) U.S.-BRITISH RELATIONS
      (4) U.S. MANUFACTURING

CHAPTER 12, 1809-1815

1. POLITICAL ASSESSMENT OF MADISON, THE NEW PRESIDENT

2. MADISON AND THE WAR IN EUROPE
   A. NON-INTERCOURSE ACT, 1809
   B. MACON'S BILL # 2 (MADISON'S EVENTUAL USAGE)
   C. WAR HAWKS IN CONGRESS
      (1) KEY LEADERS
      (2) MOTIVATIONS
   D. "FREE TRADE AND SAILOR RIGHTS"
   E. VOTE FOR WAR (CHART ON 199)

3. "MR. MADISON'S WAR"
   A. NEW ENGLAND'S OPPOSITION TO THE WAR
   B. HARTFORD CONVENTION

4. TREATY OF GHENT
   A. TERMS
   B. SIGNIFICANCE OF TREATY AND THE WAR (PP. 208-209)
      (1) "2ND WAR FOR INDEPENDENCE"
      (2) WAR HEROES
      (3) MANUFACTURING
      (4) POLITICAL AND ECONOMIC NATIONALISM AROUSED

CHAPTER 13, 1815-1824

1. THE NEW NATIONALISM
   A. POLITICAL
   B. ECONOMIC
   C. LITERATURE/ART

2. TARIFF OF 1816
   A. CAUSATION
   B. PROTECTIVE NATURE
   C. VOTE (CHART ON 214)

3. CLAY'S "AMERICAN SYSTEM"
   A. PURPOSE
   B. ATTEMPTS TO IMPLEMENT FAIL
      (1) STRICT INTERPRETATION
      (2) RISING SECTIONALISM

4. ELECTION OF 1816
   A. ASSESSMENT OF MONROE
   B. SUPPOSED "ERA OF GOOD FEELINGS" (NOTE THE MAIN ISSUES FACING MONROE AND THE POLITICAL ARENA, P. 216)

5. PANIC OF 1819
   A. SYMPTOMS/CYCLICAL NATURE OF FUTURE PANICS
   B. CAUSATION/LAND SPECULATION
   C. EFFECTS OF THE DEPRESSED ECONOMY ON NATIONAL POLITICAL ARENA

6. WESTWARD EXPANSION
   A. "OHIO FEVER" AND OTHER FACTORS THAT STIMULATED CONTINUED WESTWARD MOVEMENT
   B. EVOLVING POLITICS OF THE "WEST"
      (1) LAND POLICY (LAND ACT, 1820)
      (2) TRANSPORTATION
      (3) CHEAP MONEY
      (4) ANTI-BANK OF THE U.S.

7. EMERGENCE OF SECTIONALISM
   A. PATTERN OF ADMITTING STATES "PAIRED UP"
   B. MISSOURI'S PETITION FOR STATEHOOD (TALLMADGE AMENDMENT) AS A THREAT TO SECTIONAL BALANCE
   C. THE IMPORTANCE OF THE SENATE TO THE INTERESTS OF THE SOUTH (NOTE THE MAIN ISSUE IS ONE OF POLITICAL AND ECONOMIC BALANCE)
   D. MISSOURI COMPROMISE
      (1) MAIN PERSONALITIES
      (2) COMPONENTS (MAP ON P. 220)
      (3) IMPACT ON BOTH SECTIONS

8. THE RISE OF JUDICIAL NATIONALISM
   A. ASSESSMENT OF JOHN MARSHALL AND HIS "POLITICS" (CONSTITUTIONAL PHILOSOHPY)
   B. KEY CASES THAT REAFFIRMED FEDERAL SUPREMACY AND CONSTITUTIONAL CLARITY (NOTE-FOCUS ON THE OVERALL SIGNIFICANCE OF EACH CASE):
      (1) MCCULLOCH V. MARYLAND, 1819
      (2) COHENS V. VIRGINIA, 1821
      (3) GIBBONS V. OGDEN, 1824
      (4) FLETCHER V. PECK, 1810
      (5) DARTMOUTH COLLEGE V. WOODWARD, 1819
   C. WEBSTER'S ORATORY REAFFIRMS THE UNION (CONSTITUTION) OVER STATES' RIGHTS

9. MONROE'S FOREIGN POLICY
   A. TREATY OF 1818 WITH ENGLAND (MAP-224)
   B. TREATY WITH SPAIN, 1819 (MAP-224)
   C. MONROE DOCTRINE, 1823
      (1) CANNING'S OVERTURE AND ADAM'S RESPONSE
      (2) MAIN COMPONENTS
      (3) REALITIES OF ENFORCEMENT (BRITISH NAVY)
      (4) OVERALL ASSESSMENT OF THE DOCUMENT (PP. 228-229) AS A "SELF-DEFENSE DOCTRINE"

UNIT 6 STUDYGUIDE

CHAPTER 14, 1824-1833

1. "JACKSONIAN DEMOCRACY"/"THE NEW DEMOCRACY"
   A. ORIGINS (EGALITARIAN ROOTS)
   B. FURTHER NUTRIENTS
      (1) PANIC OF 1819
      (2) MISSOURI COMPROMISE
   C. BOISTEROUS DEMOCRACY ARISES
   D. CAUCUS VS. EMERGING CONVENTION

2. ELECTION OF 1824/"CORRUPT BARGAIN"
   A. CANDIDATES
   B. OUTCOME AND RESULTING "BARGAIN" IN THE HOUSE

3. J.Q. ADAMS AS PRESIDENT
   A. ASSESSMENT BY KENNEDY/BAILEY
   B. POLITICAL INEPTITUDE

4. TARIFF ISSUE, 1824-1828
   A. TARIFF OF 1824
   B. TARIFF OF 1828
      (1) MOTIVATIONS
      (2) IMPACT
   C. DYNAMICS OF THE TARIFF ISSUE AND ITS IMPACT ON THE SOUTHERN POLITICAL PERSPECTIVE AND ECONOMY. (THIS IS VERY IMPORTANT!)
   D. THE "SOUTH CAROLINA EXPOSITION"

5. ELECTION OF 1828
   A. NATURE OF THE CAMPAIGN
   B. OUTCOME/"REVOLUTION OF 1828"!!

6. ANDREW JACKSON AS PRESIDENT
   A. ASSESSMENT OF JACKSON'S QUALITIES AND POLITICAL PHILOSOPHY BY KENNEDY/BAILEY
   B. SPOILS SYSTEM EVOLVES UNDER THE DEMOCRATS

7. EMERGING STRENGTH OF SECTIONALISM
   A. CALHOUN'S RESIGNATION AND INCREASED ADVOCACY OF SECTION
   B. WEBSTER-HAYNE DEBATES (1830)

CHAPTER 15, 1832-1840

1. NULLIFICATION CRISIS (1832-1833)
   A. TARIFF OF 1832
   B. SOUTH CAROLINA STATE ELECTIONS (1832) AND THE RESULTING VICTORY OF THE "NULLIES"
   C. NULLIFICATION CONVENTION IN COLUMBIA
   D. JACKSON'S REACTION
   E. COMPROMISE TARIFF OF 1833 AND FORCE BILL
   F. SOUTH CAROLINA REPEALS NULLIFICATION
   G. OVERALL ASSESSMENT OF CRISIS' OUTCOME--SIGNIFICANCE (SHORT-TERM AND LONG-TERM)

2. JACKSON'S WAR AGAINST THE BANK
   A. JACKSON'S OPINION OF THE BANK (POLITICAL, ECONOMIC, AND CONSTITUTIONAL)
   B. JACKSON'S VETO (1832)
   C. ASSESSMENT OF THE BANK AND IMPACT OF VETO

3. ELECTION OF 1832
   A. CANDIDATES/MARKETED "PERSONALITIES"
   B. ISSUES
   C. OUTCOME

4. JACKSON'S REMOVAL OF FEDERAL FUNDS FROM THE BANK OF THE UNITED STATES
   A. "PET BANKS" ARISE
   B. "BIDDLE'S PANIC"
   C. "WILDCAT" CURRENCY'S IMPACT
   D. THE SPECIE CIRCULAR AND ITS IMPACT

5. JACKSON'S REMOVAL OF THE SOUTHEASTERN TRIBES
   A. JACKSON'S MOTIVATIONS
   B. "TRAIL OF TEARS"

6. BIRTH OF THE WHIG COALITION/PARTY
   NOTE: IT IS VERY IMPORTANT TO UNDERSTAND THE BASIC NATURE AND OVERALL PLATFORM OF THE TWO PARTIES THAT HAVE EMERGED BY THIS TIME: THE DEMOCRATS AND THE WHIGS. (THE KEY TO THE WHIGS IS TO REMEMBER THE ONE MAIN SOURCE OF UNITY FOR THE "PARTY" IS THE ANTI-JACKSON "GLUE" HOLDING THE VERY LOOSE COALITION TOGETHER)

7. ELECTION OF 1836
   A. CANDIDATES
   B. ISSUES
   C. OUTCOME

8. PANIC OF 1837
   A. CAUSES
   B. INDEPENDENT TREASURY BILL

9. ELECTION OF 1840
   A. CANDIDATES
   B. ISSUES/"LOG CABIN" POLITICS
   C. OUTCOME
   D. TWO-PARTY SYSTEM NOW REAFFIRMED WITH A WHIG VICTORY

CHAPTER 16, 1840-1848

1. JOHN TYLER'S ASCENSION AND HIS MAVERICK STATUS WITHIN THE WHIG LEADERSHIP
   A. BANK ISSUE
   B. TARIFF ISSUE

2. WEBSTER-ASHBURTON TREATY, 1842

3. OREGON "FEVER" AND ITS EFFECT ON THE OREGON QUESTION

4. ELECTION OF 1844
   A. CANDIDATES
   B. "MANIFEST DESTINY" AS AN ISSUE
   C. OUTCOME AND USE OF THE "MANDATE" BY TYLER TO ENGINEER TEXAS' ANNEXATION BY A JOINT RESOLUTION (FEB., 1845)

5. POLK AND HIS FOUR POINT PROGRAM
   A. TARIFF OF 1846
   B. RESSURECTION OF AN INDEPENDENT TREASURY
   C. OREGON TREATY, 1846
   D. CALIFORNIA QUESTION/RELATIONS WITH MEXICO
      (1) SLIDELL'S MISSION TO MEXICO, 1845
      (2) TAYLOR/TROOPS SENT INTO THE DISPUTED AREA
      (3) POLK'S DESIRE FOR WAR
      (4) THE FATEFUL ATTACK ON U.S. TROOPS (APRIL, 1846)
      (5) RESULTING DECLARATION OF WAR
      (6) TREATY OF GUADALUPE'-HIDALGO, FEB. 2, 1848
      (7) PP. 286-287 ON THE SHORT-TERM AND LONG-TERM SIGNIFICANCE OF THE WAR AND RESULTING TREATY ON U.S. HISTORY AND DEVELOPMENT

CHAPTER 17 ECONOMIC DEVELOPMENT, 1790-1860

1. ENGLAND GETS A HEADSTART TOWARDS INDUSTRIALIZATION, 1750
   A. FACTORY SYSTEM
   B. MACHINE TECHNOLOGY/TEXTILES

2. FACTORS SHAPING AMERICA'S SLOW MOVEMENT TOWARDS INDUSTRIALIZATION
   A. ABUNDANCE OF LAND AS A DISTRACTION
   B. LACK OF ADEQUATE CAPITAL INVESTMENT
   C. LACK OF MASS-MARKET FOR CONSUMPTION
   D. BRITISH HEADSTART/MONOPOLIES

3. EARLY DEVELOPMENT OF AMERICAN INDUSTRY
   A. SAMUEL SLATER
   B. ELI WHITNEY
   C. FACTORY SYSTEM EMERGES (1814) IN NEW ENGLAND (TEXTILES)
   D. TARIFF OF 1816
   E. PRINCIPLE OF INTERCHANGEABLE PARTS
   F. SEWING MACHINE, 1850

4. DEVELOPMENTS/INNOVATIONS IN AMERICA THAT FOSTERED A MORE COMPLEX ECONOMY/INDUSTRIALIZATION
   A. DEVELOPMENTS IN CORPORATE FINANCE/LAW
      (1) LIMITED LIABILITY
      (2) JOINT-CAPITAL VENTURES
      (3) GENERAL INCORPORATION LAWS ("FREE INCORPORATION")
   B. IMPROVED COMMUNICATIONS WITH THE TELEGRAPH, 1844
   C. "WAGE SLAVES" (EMERGING LABOR POOL THAT INCLUDES WOMEN AND CHILDREN) AND THE EVENTUAL POLITICAL PRESSURES ;TO IMPROVE WORKING CONDITIONS AND SHORTEN THE WORK DAY. (NOTE: THE EARLY INDICATIONS OF AN AMERICAN LABOR UNION MOVEMENT)
   D. COMMONWEALTH V. HUNT, 1842

5. INNOVATIONS/DEVELOPMENTS IN AMERICAN AGRICULTURE
   A. DEERE'S PLOW
   B. MCCORMICK'S MOWER-REAPER
   C. "CASH-CROP" AGRICULTURE

6. INNOVATIONS/DEVELOPMENTS IN TRANSPORTATION
   A. ROADS (MAP: NATIONAL ROAD-P. 298) AS A PRODUCT OF PRIVATE ENTERPRISE AND THEIR IMPACT ON THE ECONOMY
   B. STEAMBOATS AND THEIR IMPACT
   C. ERIE CANAL ("CLINTON'S BIG DITCH")

(1) STATE FUNDING
(2) IMPACT
(3) MAP ON PP. 300-301

D. OTHER CANALS
E. EARLY DEVELOPMENTS WITH THE RAILROAD (MAPS ON 303)
F. OVERALL ASSESSMENT OF "TRANSPORTATION REVOLUTION" ON PP. 303-305
(1) LINKAGE OF NORTHEAST TO THE WEST
(2) CONTINENTAL ECONOMY EMERGING

7. INTERNATIONAL TRADE DEVELOPING
A. ATTEMPTS AT A TRANSATLANTIC CABLE
B. REPEAL OF THE BRITISH CORN LAWS
C. CLIPPER SHIPS

CHAPTER 18 SOCIAL/CULTURAL DEVELOPMENT, 1790-1860

1. DEVELOPING AMERICAN CULTURE
A. CHARACTERISTICS PROVOKED BY THE REALITIES OF ENVIRONMENT
(1) RESTLESS (MAP ON P. 312 ON MOVEMENT WEST)
(2) YOUNG
(3) ENERGETIC/AMBITIOUS
(4) WASTEFUL
(5) IMPATIENT
(6) LONELINESS
(7) "CRUDE"
(8) INGENIOUS/INVENTIVE
(9) ADAPTABLE
(10) SELF-CENTERED
(11) PROVINCIAL
(12) INDIVIDUALIST
(13) SELF-RELIANT
(14) OPTIMISTIC
(15) BUOYANT
(16) BOASTFUL

B. POLITICAL ORIENTATION/ENVIRONMENT
(1) OVERALL SOCIAL-DEMOCRACY
(2) EVOLVING POLITICAL DEMOCRACY
(3) PATRIOTIC AND NATIONALISTIC

C. RAPID INCREASE IN POPULATION
(1) HIGH BIRTH RATE (PRIMARY FACTOR)
(2) IMMIGRATION

2. IRISH IMMIGRATION, 1840'S
A. MOTIVATIONS BEHIND MIGRATION
B. THEIR "RECEPTION" IN AMERICA AND PATTERN OF SETTLEMENT/VOCATION
(1) N.I.N.A. (NOTE: CARTOON ON 319)
(2) EVENTUAL ASSIMILATION INTO THE POLITICAL/SOCIAL SUPERSTRUCTURE

3. GERMAN IMMIGRATION (48ERS)
A. MOTIVATIONS FOR MIGRATION
B. SOCIO-ECONOMIC NATURE OF IMMIGRANTS AND THEIR IMPACT ON THE NATION AND ITS ECONOMY

4. EMERGING NATIVISM/ANTIFOREIGNISM
   A. ANTI-CATHOLIC PREJUDICE
   B. "KNOW NOTHINGS"

5. EVOLVING AMERICAN RELIGION
   A. DEVELOPMENT OF THE UNITARIAN CHURCH
   B. SECOND GREAT AWAKENING
   C. "DENOMINATIONAL DIVERSITY"
   D. MORMAN EXODUS TO THE WEST

6. THE CONTINUED RISE OF PUBLIC EDUCATION
   A. GROWTH OF TAX-SUPPORTED EDUCATION
   B. HORACE MANN AND REFORMS IN EDUCATION
   C. WEBSTER AND MCGUFFEY
   D. GROWTH OF STATE SUPPORTED HIGHER EDUCATION
   E. EARLY PRECEDENTS FOR WOMEN'S EDUCATION
      (OBERLIN; MT. HOLYOKE)

7. THE AMERICAN FAMILY, 1790-1860
   A. TENDANCIES/TRAITS
   B. "DOMESTIC FEMINISM" AND THE "CULT OF DOMESTICITY"

8. GROWTH OF NEWSPAPERS/"GUTTER JOURNALISM"

CHAPTER 19 INTELLECTUAL DEVELOPMENT, 1790-1860

1. AGE OF REFORM
   A. CRIMINAL LAW
   B. DORTHEA DIX/TREATMENT OF THE INSANE
   C. TEMPERANCE MOVEMENT
   D. WOMEN'S RIGHTS MOVEMENT
      (1) LEADERS
      (2) SENECA FALLS CONFERENCE, 1848
   E. UTOPIAN MOVEMENT/COMMUNISTIC EXPERIMENTS
      (1) NEW HARMONY
      (2) BROOK FARM
      (3) ONEIDA

2. THE RISE OF INTELLECTUAL ACHIEVEMENT IN AMERICA, 1790-1860
   A. SCIENCES
   B. ARTS/MUSIC
   C. LITERATURE

3. TRANSCENDENTALISM
   A. BASIC TEACHINGS/TRAITS
   B. EMERSON, "THE AMERICAN SCHOLAR"
   C. THOREAU, WALDEN; ESSAY ON CIVIL DISOBEDIENCE

CHAPTER 20, THE SOUTHERN ECONOMY/SOCIAL SYSTEM AND THE EVOLVING NORTHERN ABOLITIONIST MOVEMENT

1. COTTON INDUSTRY BECOMES DOMINANT
   A. COTTON GIN'S IMPACT
   B. GROWTH OF PRODUCTION DUE TO DEMAND FROM BRITISH TEXTILE INDUSTRY (80% FROM SOUTH BY 1850)
      NOTE: MAPS ON 352-353

2. THE PLANTER ARISTROCRACY AS A SOCIAL PHENOMENON (MAIN CHARACTERISTICS AND VALUES)

3. THE SLAVE SYSTEM/SOUTHERN ECONOMIC REALITIES
   A. SLAVES AS CAPITAL INVESTMENT
   B. ONE-CROP ECONOMY/LACK OF DIVERSIFICATION
   C. LACK OF IMMIGRANTS WITHIN THE SOUTH
   D. MINORITY OF WHITES OWNED SLAVES/THOSE THAT DID USUALLY ONLY OWNED A FEW (CHART ON P. 353)
   E. EXPLANATION OF NON-SLAVEHOLDERS' POLITICS AND OVERALL SUPPORT OF THE SLAVE SYSTEM ("AMERICAN DREAM")
   F. MOUNTAIN WHITES AND THEIR POLITICS
   G. FREE BLACKS (SOUTH AND NORTH)
   H. PLANTATION SLAVERY
      (1) 2 BILLION DOLLARS IN CAPITAL INVESTED FOR FIELD LABOR
      (2) REDISTRIBUTION OF BLACK POPULATION BY 1860
      (3) SLAVE TRADE/AUCTIONS
      (4) TREATMENT OF THE SLAVES VARIES
      (5) METHODS/TECHNIQUES USED BY SLAVES TO TOLERATE THEIR BURDENSOME WORK

4. ABOLITIONISM
   A. EARLY ACTIVITIES
      (1) 2ND GREAT AWAKENING
      (2) THEODORE DWIGHT WELD
   B. RADICAL ABOLITIONISM EVOLVES
      (1) WILLIAM LLOYD GARRISON AND THE LIBERATOR
      (2) ANTI-SLAVERY SOCIETY FORMED, 1833
      (3) FREDERICK DOUGLASS
      (4) ASSESSMENT OF GOALS/RATIONALE OF ABOLITIONISTS ON PAGE 364

5. SOUTH'S REBUTTAL/REACTION
   A. USE OF RATIONALIZATION
      (1) THE BIBLE
      (2) "FAMILY"
      (3) SLAVES AS "HAPPY" LABORERS
   B. GAG RESOLUTION ADOPTED IN THE HOUSE OF REPRESENTATIUES 1836

6. UNPOPULARITY OF RADICAL ABOLITIONISTS AMONG NORTHERN COMMUNITIES (DEVELOPMENT OF "FREE-SOIL" MOVEMENT RATHER THAN ABOLITIONIST FERVOR)

CHAPTER 21, 1848-1854

1. TREATY OF GUADALUPE'-HIDALGO, 1848
   A. WILMOT PROVISO AND ITS OMINOUS OVERTONES AND POTENTIAL THREAT TO UNITY
   B. NEW TERRITORIES NOT COVERED BY THE AGREEMENTS ESTABLISHED BY THE MISSOURI COMPROMISE

2. ELECTION OF 1848
   A. CANDIDATES AND THE SLAVERY ISSUE (IN THE NEW TERRITORIES)
   B. FREE-SOIL PARTY EMERGES
   C. OUTCOME

3. GOLD DISCOVERED IN CALIFORNIA AND THE RESULTING QUICK SETTLEMENT/PETITION FOR STATEHOOD

4. SECTIONAL/POLITICAL BALANCE AT STAKE WITH CALIFORNIA'S PETITION AND THE RESULTING COMPROMISE OF 1850
   A. ONGOING SOURCES OF TENSION
      (1) FUGITIVE SLAVES/UNDERGROUND RAILROAD
      (2) TARIFF ISSUE
      (3) TEXAS' BOUNDARY DISPUTE
      (4) "FIRE-EATERS" IN THE CONGRESS
      (5) ABOLITIONIST MOVEMENT EMERGING (RHETORIC OF AGITATION)
   B. WEBSTER'S SEVENTH OF MARCH, 1850, SPEECH AND ITS IMPACT
   C. DEATH OF TAYLOR AND ITS IMPACT ON THE POSSIBILITY FOR COMPROMISE
   D. FINAL PACKAGE OF COMPROMISES (CHART ON 377/MAP ON 378)
   E. ASSESSMENT OF THE COMPROMISE AND ITS IMPACT
      (1) NORTHERN "VICTORY"
      (2) FUGITIVE SLAVE ACT AND ITS IMPACT ON THE NORTH
      (3) DEFERRAL OF WAR FOR TEN YEARS AND THE BENEFITS FOR THE NORTH

5. ELECTION OF 1852
   A. CANDIDATES
   B. OUTCOME AND SIGNIFICANCE
      (1) "DEATH" OF THE WHIGS
      (2) VOLATILITY OF FUGITIVE SLAVE ACT AS AN ISSUE

6. PIERCE'S FOREIGN POLICY/EXPANSIONISM
   A. OPENING OF JAPAN, 1854
   B. OSTEND MANIFESTO AND SECRET EFFORTS TO ANNEX CUBA IS THWARTED BY THE SLAVE ISSUE
   C. GADSDEN PURCHASE, 1853

7. DOUGLAS' KANSAS-NEBRASKA SCHEME, 1854
   A. DOUGLAS' MOTIVATIONS
   B. REPERCUSSIONS IN THE NORTH
   C. CONCEPT OF POPULAR SOVEREIGNTY
   D. REPERCUSSIONS ON DEMOCRATIC PARTY
   E. FORMATION OF THE REPUBLICAN PARTY

CHAPTER 22, 1854-1861

1. LITERARY PROVOCATIONS
   A. STOWE'S UNCLE TOM'S CABIN (1852) AND ITS IMPACT
   B. HELPER'S IMPENDING CRISIS OF THE SOUTH (1857)

2. "BLEEDING" KANSAS
   A. THE NEW ENGLAND EMIGRANT AID CO.
   B. JOHN BROWN
   C. LECOMPTON CONSTITUTION
   D. BUCHANAN VS. DOUGLAS AND ITS IMPACT ON THE DEMOCRATIC PARTY

3. SUMNER-BROOKS "ENCOUNTER"/SIGNIFICANCE

4. ELECTION OF 1856
   A. CANDIDATES
   B. RESULTS AND SIGNIFICANCE OF VOTE

5. DRED SCOTT DECISION, 1857
   A. IMPACT/REACTIONS IN THE NORTH AND SOUTH
   B. TANEY'S DECISION/CONSTITUTIONAL SIGNIFICANCE

6. PANIC OF 1857
   A. IMPACT ON THE NORTHERN ECONOMY
   B. EFFECT ON PRESIDENTIAL CAMPAIGN, 1860

7. LINCOLN-DOUGLAS SENATORIAL CAMPAIGN/DEBATES, 1858
   A. FREEPORT COMMENTS BY DOUGLAS
   B. RESULTS OF THE ELECTION/IMPACT ON DOUGLAS AND LINCOLN

8. HARPER'S FERRY, 1859
   A. REACTIONS/IMPACT IN THE NORTH AND SOUTH
   B. BROWN'S MARTYRDOM

9. ELECTION OF 1860
   A. DEOMCRATS SPLIT
   B. REPUBLICANS NOMINATE LINCOLN
   C. RESULTS (MAP ON 407/CHART ON 408)
   D. ASSESSMENT OF VOTE AND ITS SIGNIFICANCE

10. SOUTHERN SECESSION BEGINS WITH SOUTH CAROLINA, DECEMBER, 1860
    A. BUCHANAN'S RESPONSE
    B. FUTILE CRITTENDEN COMPROMISES/AMENDMENTS
    C. OVERALL ASSESSMENT OF THE CAUSES OF DISUNION, 411-412!!

UNIT 9/STUDYGUIDE

CHAPTER 23, 1861-1865

1. LINCOLN'S INAUGURATION
   A. PROBLEMS/OPTIONS
   B. ASSEMBLING HIS CABINET

2. FORT SUMTER (APRIL, 1861)
   A. LINCOLN'S DECISION
   B. SOUTHERN DECISION TO RESIST
   C. IMPACT
   D. UNION BLOCKADE ESTABLISHED
   E. BORDER STATES "LINE UP"
   F. EUROPEAN REACTIONS

3. CONFEDERATE ADVANTAGES
   A. DEFENSIVE WAR
   B. EARLY ADVANTAGE DUE TO COMMAND OFFICERS

4. ASSESSMENT OF CONFEDERATE AND UNION CHANCES/LIABILITIES (DEVELOP A T CHART THAT CONTRASTS THE TWO SIDES)

5. BLOCKADE TIGHTENS/"KING COTTON" DETHRONED

6. EMANCIPATION PROCLAMATION
   A. PURPOSE
   B. IMPACT

7. UNCONDITIONAL SURRENDER AT APPOMATTOX COURT HOUSE, VIRGINIA, APRIL, 1865. (NOTE: YOU DO NOT NEED TO FOCUS ON ANY OF THE BATTLES/LOGISTICS OF THE WAR)

CHAPTER 24, 1861-1865

1. TRENT AFFAIR AND THE C.S.S. ALABAMA/RELATIONS WITH GREAT BRITAIN (MAINTENANCE OF THEIR FRAGILE "NEUTRALITY" BY CHARLES FRANCIS ADAMS)

2. MANPOWER NEEDS/THE DRAFT IN BOTH THE NORTH AND SOUTH
   A. VOLUNTEERS VS. CONSCRIPTION
   B. DESERTIONS

3. FUNDING THE WAR IN THE NORTH AND SOUTH.
   A. TAXATION
   B. GREENBACKS
   C. INFLATION IN THE SOUTH

4. "SHODDY" MILLIONAIRES/ECONOMIC CURRENTS IN THE NORTH COMBINED WITH THE CRIPPLING OF THE SOUTHERN COTTON INDUSTRY

5. RESTRICTIONS ON CIVIL LIBERTIES/FREEDOMS IN THE NORTH (NOTE EXAMPLES OF LINCOLN SEIZING POWER AND USING IT TO FURTHER THE WAR EFFORT--ESPECIALLY THE SUSPENSION OF THE RIGHT TO A WRIT OF HABEAS CORPUS)

6. RISING COPPERHEAD MOVEMENT

7. ELECTION OF 1864
   A. UNION PARTY FORMED
   B. PEACE DEMOCRATS/COPPERHEADS MOUNT AN OPPOSITION USING MCCLELLAN
   C. RESULTS OF THE ELECTION (NOTE: SIGNIFICANCE!!)

8. THE ASSASSINATION OF LINCOLN AND ITS EVENTUAL IMPACT ON RECONSTRUCTION

9. FINAL OVERALL ASSESSMENT OF THE WAR AND ITS IMPACT ON THE NATION

CHAPTER 25, 1865-1876

1. FOUR QUESTIONS FACING THE NATION AFTER THE WAR

2. CONDITIONS IN THE SOUTH AFTER THE WAR

3. FREEDMAN'S BUREAU AND THE PROBLEMS FACING NEWLY EMANCIPATED SLAVES AFTER THE WAR

4. ANDREW JOHNSON, MAVERICK PRESIDENT

5. PLANS FOR RECONSTRUCTION (NOTE: THE CHART ON P. 466)
   A. LINCOLN'S 10% PLAN CLASHES WITH THE WADE-DAVIS BILL
   B. PHILOSOPHICAL DIFFERENCES BETWEEN LINCOLN AND CONGRESSIONAL REPUBLICANS
   C. JOHNSON'S REVISIONS TO LINCOLN'S PLAN
   D. CONGRESSIONAL ATTITUDES TOWARDS RECONSTRUCTION (NOTE: THE IMPACT OF THE ERECTION OF BLACK CODES IN THE SOUTH DURING THE TIME PERIOD AND THE IMPACT OF THIS "AFFRONT" ON CONGRESS' ATTITUDE TOWARDS THE DEFEATED SOUTH)
   E. JOHNSON AND CONGRESS CLASH
   F. CONGRESSIONAL ELECTIONS OF 1866 GIVE THE RADICAL

REPUBLICANS A TWO-THIRDS MAJORITY IN CONGRESS
G. MILITARY/RADICAL RECONSTRUCTION (1867) DEVISED AND PUT INTO EFFECT OVER PRESIDENT JOHNSON'S VETO

6. REALITIES OF "RECONSTRUCTION"
   A. BLACK VOTING/OFFICE HOLDING
   B. "CARPETBAGGERS"
   C. RISE OF THE KU KLUX KLAN

7. 13TH, 14TH, & 15TH AMENDMENTS

8. ATTEMPTS TO REMOVE JOHNSON
   A. IMPEACHMENT
   B. TRIAL AND VERDICT (NOTE: HISTORICAL SIGNIFICANCE IS VERY IMPORTANT)

9. PURCHASE OF ALASKA

SPECIAL NOTE: TAKE NOTE OF THE MANY CARTOONS IN THE THREE CHAPTERS

CHAPTER 26, 1869-1889 (THE POLITICAL ARENA)

1. ASSESSMENT OF GRANT AND THE POLITICAL MOOD IN 1868 (WAVING THE BLOODY SHIRT) AND THE ELECTION OF 1868.

2. FLAWED CHARACTER(S)
   A. FISK AND GOULD
   B. TWEED RING/TAMMANY HALL
   C. GRANT'S CABINET
   D. CREDIT MOBILIER
   E. "WHISKEY RING"

3. ELECTION OF 1872 AND ITS OUTCOME

4. THE PANIC OF 1873 AND EVENTUAL PRESSURES FOR MORE SOFT MONEY (SILVER AND GREENBACKS) IN CIRCULATION
   A. DEBTORS WANT INFLATION (SOFT MONEY)
   B. CREDITORS WANT DEFLATION (HARD MONEY)
   C. BLAND-ALLISON ACT OF 1878 AS A MINOR VICTORY FOR SOFT MONEY

5. PARTY POLITICS DURING THE "GUILDED AGE"
   A. BASIC DIFFERENCES IN THE TWO PARTIES
   B. STALWARTS AND HALF-BREEDS WITHIN THE REPUBLICANS

6. ELECTION OF 1876
   A. CANDIDATES AND VOTING RESULTS
   B. CONSTITUTIONAL CRISIS
   C. COMPROMISE OF 1877 (SIGNIFICANCE!)

7. ASSESSMENT OF HAYES AND HIS ADMINISTRATION

8. ELECTION OF 1880 (STALWARTS VS. HALF-BREEDS) AND ITS OUTCOME
   A. ASSASSINATION OF GARFIELD AND ITS IMPACT ON CIVIL SERVICE REFORM
   B. PENDLETON ACT, 1883, AND ARTHUR'S TURNABOUT

9. ELECTION OF 1884 (MUDSLINGING HITS A NEW HIGH)
   A. BLAINE VS. THE "MUGWUMPS"
   B. CLEVELAND VS. PATERNITY CHARGES
   C. CLOSE VOTE AND OUTCOME

10. CLEVELAND'S FIRST ADMINISTRATION, 1885-89
    A. VETO OF PENSION BILLS
    B. EFFORTS TO REDUCE THE TARIFFS

11. ELECTION OF 1888 AND THE TARIFF ISSUE

CHAPTER 27, 1865-1900 (THE AMERICAN ECONOMY)

1. RAILROAD INDUSTRY
   A. GOVERNMENT LAND-GRANTS (NOTE MAP ON P. 505)
   B. TRANSCONTINENTAL RAILROAD IS CONSTRUCTED BY THE "BIG FOUR"
   C. CONSTRUCTION OF OTHER TRANSCONTINENTAL LINES
   D. TECHNOLOGICAL INNOVATIONS
   E. IMPACT OF RAILROADS ON INDUSTRIALIZATION (VERY IMPORTANT!)
   F. CORRUPTION
      (1) CREDIT MOBILIER
      (2) JAY GOULD
      (3) STOCK WATERING
      (4) FREE PASSES
      (5) POOLS AND LESSENED COMPETITION
   G. WABASH CASE, 1886
   H. INTERSTATE COMMERCE ACT, 1887 (INTENT, IMPACT, AND SIGNIFICANCE!)

2. MECHANIZATION/ENTREPRENEURIAL PIONEERS TRANSFORM THE ECONOMY

3. STEEL INDUSTRY
   A. BESSEMER-KELLY PROCESS
   B. CARNEGIE BUILDS AN EMPIRE
   C. MORGAN CREATES U.S. STEEL (FIRST BILLION DOLLAR CORPORATION)

4. OIL INDUSTRY
   A. J. D. ROCKEFELLER AND THE RISE OF STANDARD OIL CO.(S) AMID NEW RULES OF CONDUCT
   B. THE DEVELOPMENT OF TRUSTS.

5. THE "GOSPEL OF WEALTH"
   A. THE RATIONALIZATION OF GREAT WEALTH AND ITS INFLUENCE (PLUTOCRACY)
   B. SOCIAL DARWINISM REAFFIRMED
   C. 14TH AMENDMENT OFFERS SHELTER
   D. "EASY STATES"

6. EVENTUAL REPERCUSSIONS OF THIS REALIGNMENT OF WEALTH AND POWER (TRUSTS/INNOVATIVE CORPORATE ETHICS)
   A. SHERMAN ANTI-TRUST ACT, 1890 (INTENT AND IMPACT)
   B. SIGNIFICANCE OF INTERSTATE COMMERCE ACT AND SHERMAN ANTI-TRUST ACT

7. THE SOUTHERN ECONOMY, 1865-1900

8. INDUSTRIALIZATION RESTRUCTURES AMERICAN SOCIETY

9. THE SLOW RISE OF ORGANIZED LABOR
   A. "GLUTTED" LABOR MARKET
   B. HOSTILITY OF THE COURTS
   C. LACK OF PUBLIC SUPPORT/"UNAMERICAN" QUALITIES ATTRIBUTED TO UNION ACTIVITIES
   D. EARLY UNION ACTIVITY
      (1) NATIONAL LABOR UNION
      (2) KNIGHTS OF LABOR
      (3) HAYMARKET SQUARE RIOT
      (4) AMERICAN FEDERATION OF LABOR AND THE SKILLED LABOR MOVEMENT/GOMPERS AND HIS LEADERSHIP

CHAPTER 28, 1865-1900 (URBAN AMERICA)

1. REALITIES OF URBAN MOVEMENT

2. INNOVATIONS/PROBLEMS BROUGHT ON BY AN URBAN ENVIRONMENT
   A. ARCHITECTURE (NOTICE PAINTING ON 530)
   B. MASS TRANSIT
   C. CRIME/PUBLIC HEALTH
   D. SLUMS (DUMBBELL TENEMENTS)

3. THE NEW IMMIGRATION, 1880'S-1920
   A. SOUTHERN/EASTERN EUROPEAN ANCESTRY
   B. EUROPEAN INDUSTRIALIZATION; "AMERICAN LETTERS"; PERSECUTION AS FACTORS LEADING TO IMMIGRATION
   C. "BIRDS OF PASSAGE"
   D. REPERCUSSIONS OF THE NEW IMMIGRATION
      (1) MACHINE (BOSSISM) POLITICS BOLSTERED
      (2) "CHRISTIAN SOCIALISTS"
      (3) JANE ADDAMS/HULL HOUSE (SETTLEMENT HOUSES)
      (4) WOMEN IN THE WORKFORCE
      (5) NATIVISM REIGNITES
         (a) EXCLUSIONARY LAWS APPEAR
         (b) CHINESE EXCULDED, 1882

4. THE EMERGING CLASH BETWEEN RELIGION AND SCIENCE

5. CONTINUED GROWTH OF COMPULSORY PUBLIC EDUCATION

6. EARLY ACTIVITIES WITHIN THE CIVIL RIGHTS MOVEMENT
   A. BOOKER T. WASHINGTON
   B. W.E.B. DUBOIS
   C. FORMATION OF THE NAACP, 1910

7. CONTINUED GROWTH OF HIGHER EDUCATION
   A. LAND GRANTS/MORRILL AND HATCH ACTS
   B. ENDOWMENTS FOR NEW PRIVATE UNIVERSITIES
   C. EMERGENCE OF NEW SCHOLARS
      (1) W.E.B. DUBOIS
      (2) WILLIAM JAMES/PRAGMATISM

8. APOSTLES OF REFORM
   A. HENRY GEORGE
   B. EDWARD BELLAMY

9. DEVELOPING AMERICAN LITERATURE
   A. LEWIS WALLACE
   B. HORATIO ALGER
   C. WALT WHITMAN
   D. EMILY DICKINSON
   E. MARK TWAIN
   F. STEPHEN CRANE
   G. HENRY JAMES
   H. JACK LONDON
   I. FRANK NORRIS
   J. THEODORE DREISER

10. EMERGING FEMINISM/SUFFRAGE MOVEMENT

11. CONTINUED EFFORTS AT PROHIBITION

UNIT 11 STUDYGUIDE

CHAPTER 29, 1865-1890 (FINAL SETTLEMENT OF THE WEST)

1. THE INDIAN "PROBLEM"
   A. PLAINS INDIANS/RELOCATION POLICY
   B. INDIAN WARS
      (1) SAND CREEK
      (2) LITTLE BIG HORN
   C. FACTORS LEADING TO DOMESTICATION
   D. INTEGRAL ROLE OF THE BUFFALO
   E. HELEN HUNT JACKSON'S A CENTURY OF DISHONOR
   F. DAWES ACT, 1887, AMID MISGUIDED HUMANITARIAN EFFORTS

2. INDUSTRIES OF THE WEST
   A. MINING
      (1) "59ERS"/COMSTOCK LODE
      (2) CORPORATE MINING EMERGES
      (3) CONTRIBUTIONS OF THE INDUSTRY
      (4) "SILVER SENATORS"
   B. CATTLE
      (1) THE "LONG DRIVE" (MAP ON 564)
      (2) RAILROADS AND CATTLETOWNS EMERGE
   C. FARMING
      (1) HOMESTEAD ACT, 1862
      (2) PROBLEMS WITH HOMESTEADING ON THE PLAINS
      (3) 100TH MERIDIAN (MAP ON 567)
      (4) SOONERS/LAND RUSH ("89ERS")
      (5) 1890 AS A "WATERSHED"
      (6) THE SUPPOSED "SAFETY VALVE"
      (7) MECHANIZATION OF AGRICULTURE/BONANZA FARMS

3. THE RISE OF THE ANGRY FARMER
   A. PROBLEMS
      (1) DEFLATION/LOWER PRICES FOR THEIR CROPS
      (2) HIGH INTEREST RATES ON THEIR LOANS
      (3) FORECLOSURES AND FARM TENANCY GROW
      (4) NATURAL "CALAMITIES"
      (5) HIGH PRICES FOR MACHINERY
      (6) HIGH RAILROAD RATES TO SHIP THEIR CROPS
   B. FARMERS SEEK ORGANIZATION AND "CLOUT"
      (1) THE NATIONAL GRANGE
      (2) GREENBACK-LABOR PARTY
      (3) POPULIST MOVEMENT/1892 -- OMAHA PLATFORM

CHAPTER 30, 1889-1900 (THE POLITICAL ARENA)

1. HARRISON'S ADMINISTRATION
   A. "CZAR" REED AND THE NARROW REPUBLICAN MARGINS
   B. PENSION ACT, 1890
   C. SHERMAN ANTI-TRUST ACT, 1890
   D. SHERMAN SILVER PURCHASE ACT, 1890 (LOGROLLING)
   E. MCKINLEY TARIFF, 1890

2. ELECTION OF 1892
   A. CANDIDATES
   B. POPULIST CAMPAIGN
   C. TARIFF; STRIKES AS ISSUES
   D. CLEVELAND'S VICTORY

3. CLEVELAND'S SECOND ADMINISTRATION
   A. MONETARY/FISCAL CRISIS DUE TO THE DRAIN ON GOLD RESERVES
      (1) REPEAL OF SHERMAN SILVER PURCHASE ACT
      (2) LOAN FROM MORGAN
   B. RECESSION/COXEY'S "ARMY"
   C. PULLMAN STRIKE ("GOVERNMENT BY INJUNCTION")
   D. WILSON-GORMAN TARIFF, 1894 (INCOME TAX PROVISION)

4. ELECTION OF 1896
   A. CANDIDATES
   B. FREE SILVER AS AN ISSUE
   C. MCKINLEY'S VICTORY/SIGNIFICANCE

5. MCKINLEY'S FIRST TERM
   A. DINGLEY TARIFF, 1897
   B. GOLD STANDARD ACT, 1900
   C. NEW GOLD DISCOVERIES PROVIDE EXPANSION OF MONEY SUPPLY

UNIT 12 STUDYGUIDE

CHAPTER 31, 1880-1902 (AMERICAN DIPLOMACY AND WAR)

1. REVIEW OF IDEAS AND EVENTS SHAPING U.S. FOREIGN POLICY, 1880'S-1890'S
   A. "YELLOW PRESS"
   B. MAHAN'S, THE INFLUENCE OF SEA POWER UPON HISTORY, 1660-1783
   C. PAN-AMERICAN CONFERENCE, 1889
   D. SAMOAN CRISIS, 1889
   E. CHILEAN INCIDENT, 1892
   F. THE MONROE DOCTRINE AND VENEZUELA, 1895-96 (NOTE CARTOONS)
   G. ATTEMPTS TO ANNEX HAWAIIAN ISLANDS, 1893

2. SITUATION INVOLVING CUBA LEADS TO WAR, 1898
   A. CUBAN "UPRISINGS", 1895/INSURRECTOS (INSURGENTS) AND THEIR MOTIVES
   B. U.S. INVESTMENTS IN CUBA
   C. "BUTCHER" WEYLER
   D. "YELLOW JOURNALISM" HAS ITS IMPACT
   E. DELOME LETTER
   F. U.S.S. MAINE SINKS IN HAVANA HARBOR (FEB., 1898) AND ITS IMPACT ON U.S. OPINIONS
   G. WAR FEVER IS UNLEASHED BY A RELUCTANT MCKINLEY

3. "SPLENDID LITTLE WAR", 1898
   A. PUBLIC MOOD
   B. ANNEXATION OF HAWAII
   C. HAPHAZARD INVASION OF CUBA
   D. ROOSEVLET RISES TO PROMINENCE

4. TREATY OF PARIS, 1899
   A. U.S. MOTIVATIONS/FEARS
   B. U.S. DECISION TO PURCHASE THE PHILIPPINES
   C. DEBATE OVER IMPERIALISTIC FRUITS OF WAR
      (1) ANTI-IMPERIALISTS AND THEIR MOTIVATIONS AND INTENTIONS
      (2) IMPERIALISTS AND THEIR MOTIVATIONS AND INTENTIONS
   D. BRYAN'S SUPPORT WINS RATIFICATION BY ONE VOTE
   E. CORRELATED PROBLEMS WITH THE NEW ACQUISITION OF PUERTO RICO (INSULAR CASES)
   F. STATUS OF CUBA POSES A DILEMMA
      (1) TELLER RESOLUTION VS. THE PLATT AMENDMENT
      (2) NAVAL BASE AGREEMENT

CHAPTER 32, 1899-1909 (AMERICA'S NEW EMPIRE)

1. AMERICA'S ANNEXATION OF PHILIPPINES
   A. INSURRECTION, 2-4-1899, (AGUINALDO) AND MUTUAL ATROCITIES
   B. TAFT AND AMERICAN INTENTIONS

2. HAY AND THE OPEN DOOR NOTE WITH CHINA
   A. INTENT
   B. BOXER REBELLION

3. ELECTION OF 1900
   A. MCKINLEY AND "TEDDY" REPRESENT U.S. ACTIVISM OVERSEAS/ PROSPERITY AT HOME
   B. BRYAN TRIES AGAIN
   C. MCKINLEY'S VICTORY

4. ROOSEVELT BECOMES PRESIDENT
   A. DESCRIPTION/ASSESSMENT OF ROOSEVELT
   B. THE WHITEHOUSE "PULPIT"

5. T.R.'S FOREIGN POLICY
   A. THE NEED FOR A TRANS-OCEANIC CANAL
      (1) U.S.S. OREGON
      (2) HAY-PAUNCEFOTE TREATY
      (3) NEGOTIATIONS WITH COLOMBIA FOR A CANAL IN PANAMA END WITH REJECTION FROM BOGATA
      (4) BUNAU-VARILLA CONCOCTS A "PANAMANIAN REVOLUTION"; LEADS TO THE HAY-BUNAU-VARILLA TREATY AND THE CONSTRUCTION OF TEDDY'S CANAL
      (5) THE IMPACT OF "COWBOY DIPLOMACY", THE "BIG STICK"
   B. ROOSEVELT COROLLARY TO THE MONROE DOCTINE AND ITS IMPACT ON THE U.S.'S ROLE IN THE CARIBBEAN
      1. VENEZUELA
      2. DOMINICAN REPUBLIC
   C. T.R. AND THE ARBITRATION OF THE RUSSO-JAPANESE WAR
   D. ROOSEVELT'S DIPLOMACY WITH JAPAN
      (1) GENTLEMEN'S AGREEMENT
      (2) CRUISE OF THE "GREAT WHITE FLEET"
      (3) ROOT-TAKAHIRA AGREEMENT, 1908

TAKE NOTE OF THE CARTOONS IN THE CHAPTERS; ALSO TAKE NOTE OF THE LOCATION OF JAPAN, CHINA, PHILIPPINES, HAWAIIAN ISLANDS, PUERTO RICO, CUBA, PANAMA, COLOMBIA, VENEZUELA, CHILE, HAITI, DOMINICAN REPUBLIC.

CHAPTER 33, 1900-1912

1. PROGRESSIVISM EVOLVES
   A. USE OF THE GOVERNMENT TO IMPROVE HUMAN WELFARE
   B. REJECTION OF LAISSEZ-FAIRE POLICIES
   C. PROGRESSIVE LITERATURE
      (1) HENRY DEMEREST LLOYD'S WEALTH AGAINST COMMONWEALTH
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8. T.R.-TAFT SPLIT OCCURS, 1910-12
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The Seminar

Format * Purpose * Method

Format

The seminar is a special kind of discussion class. It consists of not more than twenty participating students and two seminar leaders. Both of these should be teachers, but if that is impossible, the co-leader might be a teaching assistant, or students might serve in rotation. All the participants sit around a table with the seminar leaders facing each other.

The rules of behavior are fairly formal. It is best to have all members address each other by their last names in the seminar, whatever they may do outside. Seminars should not be less than a period long and should be scheduled regularly, since the effect is cummulative.

For each seminar there is an assigned text. It might be a picture or a piece of music, but most often it will be a reading, poetry or prose. Students are expected to prepare this text carefully. The seminar begins with a question asked by one of the leaders, the kind of question that cannot be settled by giving a fact. Thereafter discussion is free, within the bounds of civility. The leaders do not act as authorities and experts but make sure that shy students get a chance to speak, that people respond to each other and that the conversation stays reasonably on track.

Purpose

The seminar class has at least five purposes:

1. The first purpose is to confront the members (including the leaders) very directly with works of high quality. No introductions or background lectures set the tone, but rather it is assumed that each work speaks to everyone quite immediately, as one human being does to another. Thus students are intended to become familiar and at ease with the best products of human civilization.

2. At the same time, as a second purpose, all the participants learn to talk together about the great issues brought up in these works, under conditions which are neither trendy nor combative and therefore promote thoughtful speech. Thus the seminar is intended to bring about a community of discourse.

3. Engaging in a common conversation promotes a third purpose. Students learn to express their thoughts and feelings so that they will reach the other members, to speak briefly and directly, to support their opinions with reasons and to try to do it with style. Thus the seminar teaches students to speak well informally but seriously.

4. Fourth, while learning to speak students also learn to listen, to try to get the gist of a fellow member's thought and to be responsive. Thus students get practice in being deliberately open to others.

5. Finally, all members get used to the double-edged fact that while really good texts help to shape problems and to clarify

possibilities, they never resolve anything once and for all. The better a seminar has been the more the air is charged with unsettled questions when it ends. Thus, last but not least, it is a purpose of the seminar to teach students to tolerate inconclusiveness without giving up the search for clarity.

Method

The format of the seminar allows a lot of latitude and its purpose requires some inventiveness. Here are some hints for turning the idea of the seminar into a practical teaching method.

Choice of works: It is quite possible to have a good seminar about a picture or a song; however books are the staple. The books should be of fine quality; it is best to avoid books that are currently popular or are directly about current issues of concern. The reason is that these evoke anxieties, animosities and clichés. Among the things that make some books great is that they approach human affairs in a large and uncommon way. Such strangeness, like a hanging, wonderfully concentrates the mind. For these reasons it is inadvisable to have a seminar on an issue without an assigned reading; it is the book which gives the discussion format and stature. The students' abilities to come to grips with a sophisticated text increase in a seminar setting.

In compensation for their difficulty, the assigned readings should be brief, sometimes just a few pages. Students will learn to get a lot out of a little text, rather than a little out of a lot of pages, which is the beginning of the art of reading.

Opening questions: Such questions work best when they are genuine in the sense of articulating doubts and problems that the seminar leaders themselves might have. THey should never be "teacher's questions," that is, the kind which require the students to guess what is in the teacher's mind. But they should not be vague either, such as "What does all this mean?" Often it works to pick out a crucial passage for close reading. The students' answers should never be approved or rejected, but others should be encouraged to take them up or question them in turn.

Directing the seminar: The more reticent the teachers are, the more lively the conversation will be, once it has gotten started. There is no harm in a quaker-like silence after the opening question. When students come to believe that it is really up to them to do the talking, they will. The leaders must control members who hog the floor and bring out people who look as if they want to talk. Incivility is usually minimized through the fact that students address each other politely by their last names. The leaders must judge if the conversation has wandered too far from the text or has become vapid, and must bring it back to the point. They may certainly join the conversation occasionaly by giving their opinion, but only on the same basis as the students, who may challenge them.

Relations with co-leader: The point of having two leaders is, first, to prevent students from addressing the teacher instead of each other, and second, to provide the example of two people politely differing from each other. Therefore the leaders may certainly argue with each other, but in obvious frindship.

Teacher preparation: The best preparation for leading seminars in general is to have participated in a few as a member. For leading a particular seminar only a carefuly study of the assigned work is needed. Teachers are not the experts in this class and should answer questions of fact very rarely and of interpretation hardly ever. They need bring to the seminar class only their educated understanding of works meant, after all, to be read by any interested human being.

Student preparation: Students should be familiarized with the astounding notion of reading the same assignment twice. Notes, outlines, etc., probably spoil the spontaneity of what is essentially a talking enterprise. Instructions for being in the seminar should be spare: Read carefully, listen well, think before you talk, be ready to support your point, be polite, don't expect the teacher to tell you what's what.

Document #1

Mayflower Compact, 1620.

In the name of God, Amen. We whose names are underwritten, the loyal subjects of our dread sovereign Lord, King James, by the grace of God, of Great Britain, France and Ireland king, defender of the faith, etc., having undertaken, for the glory of God, and advancement of the Christian faith, and honor of our king and country, a voyage to plant the first colony in the Northern parts of Virginia, do by these presents solemnly and mutually in the presence of God, and one of another, covenant and combine ourselves together into a civil body politic, for our better ordering and preservation and furtherance of the ends aforesaid; and by virtue hereof to enact, constitute, and frame such just and equal laws, ordinances, acts, constitutions, and offices, from time to time, as shall be thought most meet and convenient for the general good of the Colony, unto which we promise all due submission and obedience. In witness thereof we have hereunder subscribed our names at Cape Cod the 11 of November, in the year of the reign of our sovereign Lord, King James, of England, France, and Ireland the eighteenth, and of Scotland the fifty fourth. Anno Dom 1620.

Option 1: Possible questions to initiate student discussion:

1. Why did these people come to America?
2. What political ideas and values do these people reveal?
3. What are their ideas and values about property?
4. How does this document strongly reveal their English ancestry?
5. What type of community will they erect?

Option 2: Choose a "juicy" quotation from the document and have the students react to it.

Documents Set #2

Lincoln's speeches, 1858

At Springfield, Illinois **June 16, 1858**

We are now far into the fifth year since a policy was initiated with the avowed object and confident promise of putting an end to slavery agitation. Under the operation of that policy, that agitation has not only not ceased, but has constantly augmented. In my opinion, it will not cease until a crisis shall have been reached and passed. "A house divided against itself cannot stand." I believe this government cannot endure permanently half slave and half free. I do not expect the Union to be dissolved—I do not expect the house to fall—but I do expect it will cease to be divided. It will become all one thing, or all the other. Either the opponents of slavery will arrest the further spread of it, and place it where the public mind shall rest in the belief that it is in the course of ultimate extinction; or its advocates will push it forward till it shall become alike lawful in all the States, old as as well as new, North as well as South.

At Chicago, Illinois **July 10, 1858**

I protest, now and forever, against that counterfeit logic which presumes that because I do not want a negro woman for a slave, I do necessarily want her for a wife. My understanding is that I need not have her for either; but, as God made us separate, we can leave one another alone, and do one another much good thereby. There are white men enough to marry all the white women, and enough black men to marry all the black women, and in God's name let them be so married. The judge [Stephen Douglas] regales us with the terrible enormities that take place by the mixture of races; that the inferior race bears the superior down. Why, judge, if we do not let them get together in the Territories, they won't mix there. [A voice: "Three cheers for Lincoln!" The cheers were given with a hearty good will.] I shall say at least that that is a self-evident truth.

At Springfield, Illinois **July 17, 1858**

My declaration upon this subject of negro slavery may be misrepresented, but cannot be misunderstood. I have said that I do not understand the Declaration [of Independence] to mean that all men were created equal in all respects. They are not our equal in color; but I suppose that it does mean to declare that all men are equal in some respects; they are equal in their right to "life, liberty, and the pursuit of happiness." Certainly the negro is not our equal in color—perhaps not in many other respects; still, in the right to put into his mouth the bread that his own hands have earned, he is the equal of every other man, white or black. In pointing out that more has been given you, you cannot be justified in taking away the little which has been given him. All I ask for the negro is that if you do not like him, let him alone. If God gave him but little, that little let him enjoy.

Documents Set #2

Lincoln's speeches, 1858

At Ottawa, Illinois **August 21, 1858**

I have no purpose to introduce political and social equality between the white and the black races. There is a physical difference between the two, which, in my judgment, will probably forever forbid their living together upon the footing of perfect equality; and inasmuch as it becomes a necessity that there must be a difference, I, as well as Judge Douglas, am in favor of the race to which I belong having the superior position. I have never said anything to the contrary, but I hold that, notwithstanding all this, there is no reason in the world why the negro is not entitled to all the natural rights enumerated in the Declaration of Independence—the right to life, liberty, and the pursuit of happiness. I hold that he is as much entitled to these as the white man. I agree with Judge Douglas he is not my equal in many respects—certainly not in color, perhaps not in moral or intellectual endowment. But in the right to eat the bread, without the leave of anybody else, which his own hand earns, he is my equal and the equal of Judge Douglas, and the equal of every living man.

At Charleston, Illinois **September 18, 1858**

Judge Douglas has said to you that he has not been able to get from me an answer to the question whether I am in favor of negro citizenship. So far as I know, the judge never asked me the question before. He shall have no occasion to ever ask it again, for I tell him very frankly that I am not in favor of negro citizenship. . . . My opinion is that the different States have the power to make a negro citizen under the Constitution of the United States, if they choose. The Dred Scott decision decides that they have not that power. If the State of Illinois had that power, I should be opposed to the exercise of it. That is all I have to say about it.

At Galesburg, Illinois **October 7, 1858**

The judge has alluded to the Declaration of Independence, and insisted that negroes are not included in that Declaration; and that it is a slander upon the framers of that instrument to suppose that negroes were meant therein; and he asks you: Is it possible to believe that Mr. Jefferson, who penned the immortal paper, could have supposed himself applying the language of that instrument to the negro race, and yet held a portion of that race in slavery? Would he not at once have freed them? I only have to remark upon this part of the judge's speech, . . . that I believe the entire records of the world, from the date of the Declaration of Independence up to within three years ago, may be searched in vain for one single affirmation, from one single man, that the negro was not included in the Declaration of Independence; . . . I will remind Judge Douglas and his audience that while Mr. Jefferson was the owner of slaves, as undoubtedly he was, in speaking upon this very subject, he used the strong language that "he trembled for his country when he remembered that God was just."

Documents Set #2

Lincoln's speeches, 1858

At Quincy, Illinois **October 13, 1858**

I suggest that the difference of opinion, reduced to its lowest terms, is no other than the difference between the men who think slavery is a wrong and those who do not think it wrong. The Republican party think it wrong —we think it is a moral, a social, and a political wrong. We think it is a wrong not confining itself merely to the persons or the States where it exists, but that it is a wrong which in its tendency, to say the least, affects the existence of the whole nation. Because we think it wrong, we propose a course of policy that shall deal with it as a wrong. We deal with it as with any other wrong, in so far as we can prevent its growing any larger, and so deal with it that in the run of time there may be some promise of an end to it.

Option 1: Possible questions to initiate student discussion (in no particular order):

1. Is Lincoln a racist?
2. What is his main concern about slavery?
3. What solutions does he offer to the political arena in 1858?
4. What is the fundamental issue surrounding slavery according to Lincoln?

Option 2: Choose selected quotations from the documents and have the students react to them.

Documents Set #3

Statements regarding Japanese-Americans, 1941-1942

Walter Lippmann, columnist **February 12, 1942**

The Pacific Coast is officially a combat zone: some part of it may at any moment be a battlefield. Nobody's constitutional rights include the right to reside and do business on a battlefield. . . . There is plenty of room elsewhere for him to exercise his rights.

Westbrook Pegler, columnist **February 16, 1942**

Do you get what [Lippmann] says? . . . The enemy has been scouting our coast. . . . The Japs ashore are communicating with the enemy offshore . . . and on the basis of "what is known to be taking place" there are signs that a well-organized blow is being withheld only until it can do the most damage. . . . We are so dumb and considerate of the minute constitutional rights and even of the political feelings and influence of people whom we have every reason to anticipate with preventive action!

Senator Tom Stewart of Tennessee **February 26, 1942**

A Jap born on our soil is a subject of Japan under Japanese law; therefore, he owes allegiance to Japan. . . . The Japanese are among our worst enemies. They are cowardly and immoral. They are different from Americans in every conceivable way, and no Japanese . . . should have a right to claim American citizenship. A Jap is a Jap anywhere you find him, and his taking the oath of allegiance to this country would not help, even if he should be permitted to do so. They do not believe in God and have no respect for an oath. They have been plotting for years against the Americas and their democracies.

Managing Secretary of
Grower-Shipper Vegetable Association **May–June 1942**

We're charged with wanting to get rid of the Japs for selfish reasons. We might as well be honest. We do. It's a question of whether the white man lives on the Pacific Coast or the brown man. They came into this valley to work, and they stayed to take over. . . . If all the Japs were removed tomorrow, we'd never miss them in two weeks, because the white farmers can take over and produce everything the Jap grows. And we don't want them back when the war ends, either.

Documents Set #3

Statements regarding Japanese-Americans, 1941-1942

Congressman John Rankin of Mississippi **December 15, 1941**

[I am] for catching every Japanese in America, Alaska, and Hawaii now and putting them in concentration camps and shipping them back to Asia as soon as possible.... This is a race war, as far as the Pacific side of this conflict is concerned.... The white man's civilization has come into conflict with Japanese barbarism.... One of them must be destroyed.... I say it is of vital importance that we get rid of every Japanese whether in Hawaii or on the mainland. They violate every sacred promise, every canon of honor and decency.... These Japs who had been [in Hawaii] for generations were making signs, if you please, guiding the Japanese planes to the objects of their iniquity in order that they might destroy our naval vessels, murder our soldiers and sailors, and blow to pieces the helpless women and children of Hawaii.

Damn them! Let's get rid of them now!

Leo Carillo, movie star **January 6, 1942**

Why wait until [the Japanese] pull something before we act?... Let's get them off the coast into the interior.... May I urge you in behalf of the safety of the people of California to start action at once.

Henry McLemore, ex-sports writer **January 29, 1942**

The only Japanese apprehended have been the ones the FBI actually had something on. The rest of them, so help me, are free as birds. There isn't an airport in California that isn't flanked by Japanese farms. There is hardly an air field where the same situation doesn't exist.... I know this is the melting pot of the world and all men are created equal and there must be no such thing as race or creed hatred, but do those things go when a country is fighting for its life? Not in my book. No country has ever won a war because of courtesy and I trust and pray we won't be the first because of the lovely, gracious spirit.... I am for immediate removal of every Japanese on the West Coast to a point deep in the interior. I don't mean a nice part of the interior either. Herd 'em up, pack 'em off and give 'em the inside room in the badlands. Let 'em be pinched, hurt, hungry and dead up against it....

Personally, I hate the Japanese. And that goes for all of them.

General John DeWitt
Commanding Officer, Pacific Coast **January 1942**

In the war in which we are now engaged racial affinities are not severed by migration. The Japanese race is an enemy race and while many second and third generation Japanese born on United States soil, possessed of United States citizenship, have become "Americanized," the racial strains are undiluted.... It therefore follows that along the vital Pacific Coast over 112,000 potential enemies of Japanese extraction are at large today.

Documents Set #3

Statements regarding Japanese-Americans, 1941-1942

Option 1: Possible questions to initiate student discussion:

1. What evidence of hysteria do you find in the statements?
2. Why must the Japanese-Americans be removed?
3. How much racism is involved in these comments?
4. How much selfish economic motivation is involved?

Option 2: Choose selected quotations from the documents and have the students react to them.

A Resource Text for American History

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